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ผลการใช้การเรียนรู้แบบร่วมมือด้วยความช่วยเหลือของปัญญาประดิษฐ์ที่มีต่อทักษะการพูดภาษาอังกฤษของนักศึกษาปริญญาตรีชาวเมียนมาร์

Effects of AI-Assisted Collaborative Learning on English Speaking Skills of Myanmar Undergraduate Students

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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อศึกษา 1) การเรียนรู้แบบบูรณาการโดยใช้ปัญญาประดิษฐ์ (AI) ในการส่งเสริมทักษะการพูดภาษาอังกฤษของนักศึกษาระดับปริญญาตรีชาวเมียนมาร์ และ 2) ความคิดเห็นของนักศึกษาระดับปริญญาตรีชาวเมียนมาร์ต่อการเรียนรู้แบบบูรณาการโดยใช้ปัญญาประดิษฐ์ การวิจัยกึ่งทดลองนี้ได้บูรณาการ ChatGPT เชิงสนทนาในฐานะผู้ช่วยที่มีความสามารถเข้ากับกลยุทธ์ Think-Pair-Share มีผู้เข้าร่วมจำนวน 32 คน คัดเลือกโดยการสุ่มตามความสมัครใจ ซึ่งในขณะนั้นนักศึกษากลุ่มนี้เรียนภาษาอังกฤษมาเป็นเวลา 8 คาบแล้ว เครื่องมือการสอนประกอบด้วยแผนการสอน ส่วนเครื่องมือวิจัยประกอบด้วยการทดสอบก่อนเรียนและหลังเรียน และการสัมภาษณ์แบบกึ่งมีโครงสร้าง ผลการวิจัยพบว่า 1) มีความก้าวหน้าทางสถิติที่สำคัญในทักษะการพูดภาษาอังกฤษของนักศึกษาหลังจากนำการเรียนรู้แบบร่วมมือโดยความช่วยเหลือของปัญญาประดิษฐ์มาใช้ ซึ่งผลบ่งชี้ว่าอยู่ในระดับปานกลาง (*Cohen's d* = 0.70, $p < 0.001$) และ 2) นักศึกษามีความคิดเห็นเชิงบวกต่อการเรียนการสอน โดยระบุว่ามีความน่าสนใจและมีประสิทธิผลในการเสริมสร้างทักษะการพูดภาษาอังกฤษ นอกจากนี้ยังมีประโยชน์ในการส่งเสริมการทำงานร่วมกันและการโต้ตอบระหว่างกัน โดยการให้ข้อเสนอแนะทันทีและประสบการณ์การเรียนรู้แบบเฉพาะบุคคลผ่านสภาพแวดล้อมการเรียนรู้ที่สนุกสนาน ผลการวิจัยนี้มีส่วนสำคัญและสนับสนุนการนำการเรียนรู้แบบบูรณาการโดยความช่วยเหลือของปัญญาประดิษฐ์มาใช้ในการสอนเพื่อยกระดับทักษะการพูดภาษาอังกฤษ และการศึกษาวิจัยในอนาคตควรที่จะศึกษาผลกระทบที่มีต่อนักเรียนในแต่ละระดับชั้น

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Abstract

This research aimed to explore 1) effects of AI-assisted collaborative learning on English speaking skills of Myanmar undergraduate students, and 2) opinions of Myanmar undergraduate students towards AI-assisted collaborative learning. This quasi-experimental research investigated integration of conversational ChatGPT as competent assistant into Think-Pair-Share activities. The study employed 32 participants, selected via convenience sampling, as they were administered English lessons for 8 periods. The instructional instrument involved lesson plans, while research instruments contained pre-tests and post-tests, and semi-structured interviews. The findings revealed 1) there was statistically significant progress in students' speaking skills after the implementation of AI-assisted collaborative learning, indicating medium effect size (*Cohen's d* = 0.70, $p < 0.001$), and 2) students have positive opinions towards the treatment, by reporting how it was interesting and effective in reinforcing English speaking skills. Moreover, they exhibited that it was helpful in fostering collaboration and peer-interaction, offering instant feedback and personalized learning experiences through enjoyable learning environments. The findings support the incorporation of AI-assisted collaborative learning in teaching to enhance English speaking skills. Future studies should investigate its impact on various students' levels.

Keywords: AI-Assisted collaborative learning, English speaking skills, Myanmar undergraduate students, artificial intelligence, opinions

Introduction

English is one of the most prominent languages for social interaction, international communication, business, tourism, research and education nowadays (Hartono et al., 2023; Songsiengchai, 2025). Since English is involved in most situations, it is essential to be proficient for effective communication. Among the four skills in second or foreign language learning, Speaking is imperative for successful communication (Renandya & Nguyen, 2022).

English speaking skills are crucial for students in Myanmar to achieve international employment and to pursue further education in foreign countries (Mar, 2020). In Myanmar, English is a compulsory subject in all educational levels, and learning English has been promoted for effective communication at the university level (Moe et al., 2019). Despite a few demonstrate moderate proficiency, majority struggle with speaking such as unconfident to communicate using English language (Naing et al., 2011), extremely limited speaking environments (Htoo et al., 2021), deficient pronunciation, constrained lexis and grammar, and fear of making linguistic errors (Na et al., 2020). In addition, Renandya and Nguyen (2022) also claimed that English speakers in a second or foreign language learning context might encounter

speaking challenges such as inadequate pronunciation, lexis limitation, lack of grammatical knowledge and confidence, and absence of knowledge in sustaining conversational flow. Although the new English curriculum is learner-oriented and emphasizes learning English for communicative purposes (Hall & Gaynor, 2020), many learners still lack sufficient English speaking skills. The causes heavily involved teacher-centered instructions, students' diverse linguistic backgrounds (Win, 2021), lack of exposure to real-life practice (Khan & Pianchana, 2024), and language focus has been on accuracy rather than communicative competence or fluency (Aye, 2020). Moreover, the dearth of policies regarding English language instruction has contributed to the dominant use of Myanmar as the language of instruction in classrooms (Win, 2021).

When students in Myanmar are confronted with speaking issues, employing Think-Pair-Share activities can help elevate speaking ability and alleviate speaking issues. Think-Pair-Share activities are one of the collaborative learning activities that promote students' learning and foster everyone's participation. This strategy was proposed by Professor Frank Lyman and his colleagues in 1981 (Raba, 2017) and several studies have been examining its impact in students' learning until the present time. According to Robertson (2006), this strategy operates in three stages: (1) Think – the teacher provokes students' ability to brainstorm individually on a specific topic within a given time; (2) Pair - the students pair up with a partner and exchange ideas through discussions; (3) Share – the pairs share their ideas with the whole class and receive feedback. Think-Pair-Share activities have been well-documented for improving English speaking skills, confidence, engagement, motivation and peer-interaction by creating a friendly learning environment (Kagan & Kagan, 2009; Septy et al., 2025). However, limitations have been exposed such as lack of self-reflection, immediate feedback and personalized learning experiences (Li, 2024; Septy et al., 2025). Due to the limitations associated with Think-Pair-Share collaborative learning activities, the integration of additional innovative approaches, tools or activities is necessary for the effectiveness in improving English speaking skills of the students in Myanmar, especially undergraduate students in this study.

In this regard, emerging AI tool, ChatGPT has presented affordances in language learning such as teaching assistant, speaking partner, providing instant feedback and personalized learning, and lessening language anxiety (Lin & Chen, 2024; Pham & Cao, 2025). The modified version of ChatGPT on 25th September 2023 presented voice features (Li et al., 2024), allowing learners to practice their speaking skills interactively with its adaptable and accessible

affordances (Pratiwi et al., 2024), and assisting their language use, pronunciation, fluency and grammar accurately through instant feedback (Phuong, 2024). The integration of conversational ChatGPT into Think-Pair-Share activities is compatible with Vygotsky's "Zone of Proximal Development" concept in which the learner can do effectively with assistance and guidance from a more competent one, especially from conversational ChatGPT that can facilitate learners' progress within ZPD.

For instance, Wu et al. (2025) investigated how AI's incorporation into Think-Pair-Share activities was effective in developing speaking proficiency, language enjoyment, and reducing speaking anxiety of EFL learners. These learners benefited from the communicative and interactive feature of AI chatbot, Replika which facilitated them with authentic English speaking practices by offering instant feedback and personalized learning experiences. In addition, low-pressure settings such as learning through AI chatbot and Think-Pair-Share activities reinforced them to express ideas with peers without fear of negative judgement. The combination of both AI chatbot and Think-Pair-Share activities navigated the students to speak more confidently in the subsequent share step of Think-Pair-Share activities. Moreover, Nhu (2024) explored the effectiveness of voice-based ChatGPT in improving non-English majored students' English speaking skills. The study highlighted that practicing English conversation with voice-based ChatGPT significantly elevated students' vocabulary, grammar, pronunciation, and fluency by providing interactive and personalized practice to maintain substantial progress. Thus, the conversational feature of ChatGPT is commonly effective not only in scaffolding students' language performance such as lexis, grammar, pronunciation, and fluency support but also in encouraging their interest, confidence and motivation levels which are significant factors of effective speaking skills (Muniandy & Selvanathan, 2025).

While the potential of AI in language learning has been gaining momentum in recent years, AI's integration into curricula in Myanmar is still limited due to insufficient IT resources. In this regard, this study integrated conversational ChatGPT as a more capable assistant into pair stage of Think-Pair-Share activities to find out its influence in English speaking skills in the classroom setting. Furthermore, students' opinions regarding AI-assisted collaborative learning were explored in the aspect of benefits and challenges.

Objectives

1. To explore effects of AI-assisted collaborative learning on the English speaking skills of Myanmar undergraduate students.

2. To explore opinions of Myanmar undergraduate students towards AI-assisted collaborative learning.

Methodology

This quasi-experimental study employed one-group pretest-posttest research design.

1. Participants

The study involved 32 English major students, chosen via convenience sampling method. Their English proficiency ranged from beginner to pre-intermediate levels according to CEFR. Although they were familiar with using conversational ChatGPT for informal practices, they constrained formal teaching and learning experiences of using conversational ChatGPT.

2. Research Instruments

2.1 Lesson plans

The lessons' contents were adapted from Straightforward Intermediate Student's Book and structured into 8 topics. Each 2-hour lesson covered four group-and-pair activities which followed speaking assessment criteria of IELTS (IELTS, 2025): fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. The purpose was not only to facilitate the students in building content knowledge in completing the main activity, AI-assisted collaborative learning activity, but also to support them to speak effectively in their post-tests. During the main activity, conversational ChatGPT was integrated into 'Pair' step of Think-Pair-Share activities in all 8 speaking lessons. The content validity of the lesson plan was evaluated by three experts using Item-Objective Congruence method, yielding a score above 0.6.

In the first step, each student was given worksheets which involved tasks and was required to generate ideas individually based on a given task. Secondly, each student paired up with any partners. They then discussed and shared their ideas from the previous step and answered questions in the worksheets together. In addition, they were required to answer a few questions by engaging with conversational ChatGPT. After they had finished answering all the questions by collaborating with peer partners and interacting with conversational ChatGPT, they wrote down all answers and decided the parts they were responsible for sharing. Then

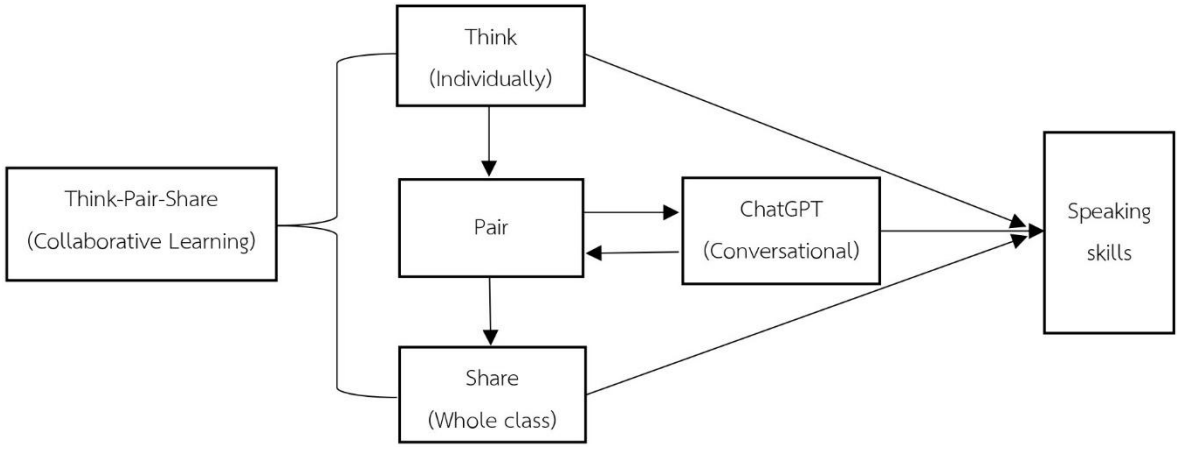
they conducted mock-up monologues with conversational ChatGPT by taking turns. In this period, conversational ChatGPT listened to their speech and analyzed their linguistic performances based on the prompts provided in the worksheets such as evaluating fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. During this highly interactive and communicative situations, conversational ChatGPT provided English speaking practices, allowing the students to engage in authentic conversations and offering them with immediate feedback and personalized responses based on the prompts which were already prepared by the researcher. In this way, students received sufficient opportunities to refine their language use and to accurate linguistic errors through mock-up monologues with conversational ChatGPT, preparing them to share the whole class with confidence in the following 'Share' step.

During the instructional procedures, the role of the teacher was to monitor students' progress, to provide feedback on their performance and facilitate them as needs arise. The primary role of the students was to work collaboratively on tasks with peers, to interact with conversational ChatGPT by taking turns, to participate actively in pair discussions, to check and give feedback on the written tasks, and to share ideas and information with peers and the whole class.

The instructional design of the integration of conversational ChatGPT into Think-Pair-Share activities was presented in Figure 1.

Figure 1

Instructional Design



2.2 Pre-test and Post-test

IELTS academic speaking test format was adapted. Despite students' low proficiency levels, they still display various speaking features. Therefore, it was appropriate to use it as the test was designed to assess even low proficiency speakers. The test consisted of 3 parts and took about 8 to 12 minutes. In part one, students were asked about daily topics. In part two, each student was given a task card which contained a specific topic and required to deliver a monologue. In part three, students were asked further questions related to part two. The researcher was examiner, and the scores were evaluated by another skilled English teacher using IELTS speaking band descriptors. Interrater reliability was calculated using two-ways mixed-effects model of intraclass correlation coefficient, yielding a computation score of 0.967 (pre-test) and 0.941 (post-test), indicating excellent reliability (Koo & Li, 2016). The validity of the test was evaluated by three experts using Item-Objective Congruence method, yielding a score above 0.6.

2.3 Semi-structured interview

To conduct semi-structured interviews, participants were selected using stratified purposeful sampling technique based on their post-test scores only; two low achievers, two moderate achievers, and two high achievers. Thus, it was more meaningful and accurate in understanding students' diverse opinions and experiences right after the treatment. Each student was asked the same four open-ended questions to observe detailed opinions towards the treatment. The questions were asked using Myanmar language, therefore the students were able to understand and answer fully. Each individual interview took about 8 minutes. The validity of interview questions was measured by three experts utilizing Item-Objective Congruence method, yielding a score of 0.6.

3. Data Collection

The study operated in four phases – pretest, research implementation, posttest, and semi-structured interviews. The whole procedure took about 12 days. Pre-test was conducted on the first day. Consequently, the participants were taught English lessons for eight days. Post-test was conducted on the tenth day. Lastly, interviews were conducted with the selected participants.

4. Data Analysis

Data analysis entailed analyzing both quantitative and qualitative data. The data obtained from pre-test and post-test were analyzed in IBM SPSS program employing paired

sample *t*-test analysis method to measure mean (*M*) and standard deviation (*SD*). The data obtained from semi-structured interviews were transcribed and analyzed in Excel program to enable thematic analysis.

Results

1. effects of AI-assisted collaborative learning on English speaking skills

Table 1 illustrates post-test mean score was 6.50 (*SD* = 0.68), and pre-test mean score was 4.20 (*SD* = 0.91), and *t*-value was 18.417. The mean difference was 2.29, and degree of freedom was 31. The post-test's mean score was higher than the pre-test at the significant level of $p < 0.001$. Moreover, the effect size *Cohen's d* was 0.70, suggesting that AI-assisted collaborative learning had medium effect on students' speaking skills. The paired sample *t*-test data analysis results of pre-test and post-test were presented in Table 1.

Table 1

Paired sample t-test result of post-test and pre-test for English speaking skills

English speaking skills	*M*	*SD*	*N*	Mean difference	*Cohen's d*	*t*	df	Sig.
Post-test	6.50	0.68	32	2.29	0.70	18.417	31	0.000
Pre-test	4.20	0.91						

*Note: *p < .001*

Table 2 and figure 2 describes information about AI-assisted collaborative learning increased English speaking skills in all four criteria: fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation at the significant level of 0.001.

An overview of paired sample *t*-test analysis results of each criterion was shown in Table 2. Additionally, comparison of mean scores in overall English speaking skills and four criteria were presented in Figure 2.

Table 2

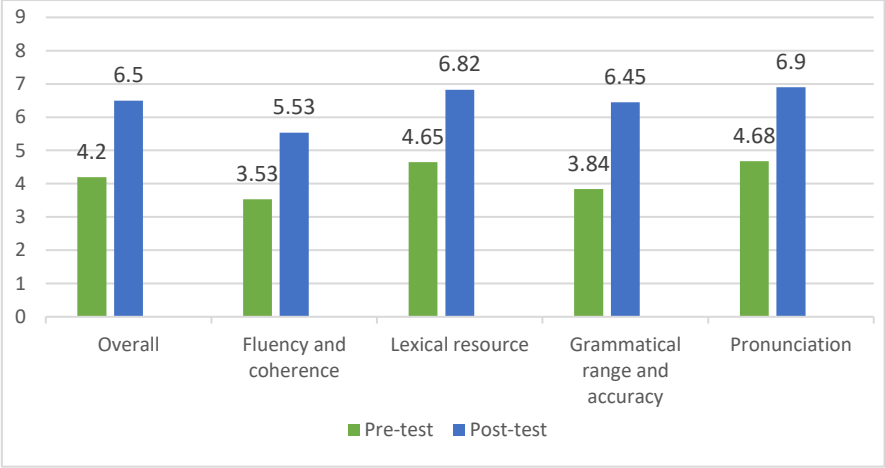
Paired sample t-test results of post-test and pre-test for each criterion

English speaking criteria	Tests	*M*	*SD*	*N*	Mean difference	*Cohen's d*	*t*	df	Sig.
Fluency and coherence	Posttest	5.53	0.92	32	2.00	0.60	18.575	31	0.000
	Pretest	3.53	0.98						
Lexical resource	Posttest	6.82	0.70	32	2.17	0.69	17.778	31	0.000
	Pretest	4.65	0.96						
Grammatical range and accuracy	Posttest	6.45	0.71	32	2.60	0.69	21.315	31	0.000
	Pretest	3.84	0.97						
Pronunciation	Posttest	6.90	0.64	32	2.21	0.71	17.488	31	0.000
	Pretest	4.68	0.89						

*Note: *p < .001*

Figure 2

Comparison of mean scores in overall and four criteria



2. opinions of Myanmar undergraduate students towards AI-assisted collaboration learning

The data obtained from semi-structured interviews were transcribed into Excel program to conduct thematic analysis using the six-phase framework of Braun and Clarke (2006). Next, initial codes were generated and grouped them as potential themes. After that, they were reviewed in relation to coded extracts and entire data. The final themes were

benefits and challenges of AI-assisted collaborative learning. The two low achievers, two moderate achievers and two high achievers were coded using letters and numbers such as Student 1 and Student 2, Student 3 and Student 4, Student 5 and Student 6 respectively. The six participants were selected using stratified purposeful sampling technique to capture a range of opinions across different achievement levels rather than identifying opinions of the same performance groups (Patton, 1990). Therefore, this selection ensured comprehensive and detailed understanding of the participants' opinions in all achievement levels, allowing that the data were sufficient and reliable to reflect the objective effectively (Dahal et al., 2024). The analysis of participants' excerpts was organized how the combination of both conversational ChatGPT and Think-Pair-Share activities supported the students' English speaking skills enhancement.

The research results were structured into five key points, such as 1) AI-assisted collaborative learning was effective and interesting, 2) AI-assisted collaborative learning was helpful in enhancing English speaking skills, 3) AI-assisted collaborative learning fostered collaboration, engagement, and peer-interaction, 4) AI-assisted collaborative learning facilitated with enjoyable learning environments, and 5) challenges of AI-assisted collaborative learning.

Most participants acknowledged that AI-assisted collaborative learning was effective and interesting, and they enjoyed learning English through this approach. They stated their enjoyment over utilizing conversational ChatGPT during Think-Pair-Share activities in learning to enhance their English speaking skills.

Student 1: "It is interesting and seems effective." (personal communication, March 8, 2025)

Student 5: "It is helpful for learning English and also interesting." (personal communication, March 8, 2025)

Moreover, participants described benefits of utilizing conversational ChatGPT during Think-Pair-Share activities by referring to it as a speaking partner because it was helpful in assisting with vocabulary resources and in analyzing their pronunciation and grammatical structures via instant feedback. Therefore, they were able to practice English speaking with conversational ChatGPT and their peers in low-pressure settings.

Student 4: "I think using ChatGPT for collaborative tasks supports English speaking skill because it corrects pronunciation and sentences." (personal communication, March 8, 2025)

Furthermore, one participant mentioned the benefits of both conversational ChatGPT and Think-Pair-Share activities, which fostered collaboration, engagement, and peer-interaction during the learning process, allowing them to engage more with peers because Think-Pair-Share activities provided sufficient time to express their ideas explicitly and conversational ChatGPT supported with instant feedback to refine their linguistic errors.

Student 3: "During Think-Pair-Share tasks, there is more time to think, and I can share ideas with friends. It promotes collaboration among friends because we can provide our best ideas in a clearer way." (personal communication, March 8, 2025)

Lastly, a few participants appreciated how AI-assisted collaborative learning could help introverts in developing their English speaking skills and communication skills by making enjoyable learning environments. It was because the students were able to pair up with anyone in the class during the 'Pair' step of Think-Pair-Share activities, enabling them to participate and discuss actively with peers without a fear of negative feedback. In addition, interaction with conversational ChatGPT allowed the students to refine their linguistic performance, allowing them to express their ideas with confidence in the 'Share' step.

Student 6: "It gives me a chance to practice speaking without feeling shy. It also makes it less stressful to communicate with others." (personal communication, March 8, 2025)

Aside from benefits, challenges related to the use of conversational ChatGPT during Think-Pair-Share activities were discovered, mentioning technical constraints which involved low internet speed and ambiguity, concerns for technologically illiterate individuals, and demand for human educators.

Student 2: "ChatGPT's voice can't respond our speech at once and sometimes the response is very slow or it doesn't respond because of low internet connection or misunderstandings." (personal communication, March 8, 2025)

Student 3: "Some people who could not catch up with advanced technologies, in this case, there will be difficulties." (personal communication, March 8, 2025)

Student 6: "All students do not have internet. So I think we all need human teachers to guide us and give us motivation." (personal communication, March 8, 2025).

Discussion

The findings of this study give rise to two key points of discussion, which are outlined as follows: 1) English speaking skills, and 2) opinions towards AI-assisted collaborative learning.

1. English speaking skills

The quantitative results proved that AI-assisted collaborative learning elevated English speaking skills of the students after the intervention with a post-test's mean score of 6.50. Both conversational ChatGPT and Think-Pair-Share activities scaffolded the students during the pair step by providing instant feedback and personalized learning experiences in low-pressure environments. Thus, the students were confident to share with the whole class. The findings is concordant with Wu et al. (2025), which revealed effectiveness of employing AI chatbot in Think-Pair-Share activities on speaking anxiety, language enjoyment, and speaking performance. The study established interactive and communicative features of AI chatbot allowed the students to refine their language use via instant feedback which prepared them for the last sharing stage.

While learning to enhance English speaking skills through AI-assisted collaborative learning, pronunciation improved the most, followed by lexical resource, and grammatical range and accuracy with post-tests' mean scores of 6.90, 6.82 and 6.45, respectively, the least improvement was on fluency and coherence with a mean score of 5.53. The integration of conversational ChatGPT into Think-Pair-Share activities served as a useful tool to improve pronunciation with the effective use of intonation and stress through speech. The interactive feature of conversational ChatGPT was able to instantly address mispronunciation in real-time, thus resulting to display accurate pronunciation (Rezai et al., 2024).

Additionally, the use of conversational ChatGPT into Think-Pair-Share activities strengthened to expand lexical resources by providing extensive vocabulary resources based on students' needs. Through interaction with conversational ChatGPT for a considerable period, students obtained sufficient guidance to recognize variety of phrases or words that was appropriate with their tasks, enabling them to use during pair and share stages (Wu et al., 2025).

Moreover, incorporation of conversational ChatGPT into Think-Pair-Share activities exhibited growth in grammatical range and accuracy. By identifying specific errors, conversational ChatGPT's real-time responses reinforced the students to elaborate and explain grammar rules with additional examples, and to foster deep understanding while the students were working together in completing the tasks in pair step (Kebble, 2023; Tram et al., 2024). Therefore, the students were able to produce a wide range of precise grammatical features in the following share stage.

However, based on the study's results, conversational ChatGPT might not offer much emphasis on fluency and coherence since this aspect showed minimum progress in contrast to the first three criteria. Not only this study, Songsiengchai et al. (2023) also discovered less improvement in students' fluency after interacting with conversational ChatGPT. It was because ChatGPT's responses lack real-time voice interaction which entails nuances such as natural conversation flow, hesitations, and delays or interruptions which are important features of developing fluency (Pratiwi et al., 2024). It should also be noted that Myanmar students share diverse linguistic backgrounds, so they likely encounter challenges in speaking fluently (Renandya & Nguyen, 2022). To elevate fluency and coherence, students require more comprehensive practice with real-life human dialogues as human-to-human interaction is shaped by emotions, mutual understandings and depth to discussion by displaying nuance meanings such as sarcasm or implied meanings which is limited in ChatGPT (Huang, 2024; Pratiwi et al., 2024).

2. Opinions towards AI-assisted collaborative learning

According to opinions towards AI-assisted collaborative learning, participants expressed positive opinions by reporting their interest, language enjoyment and effectiveness in developing English speaking skills. This is significant with Wu et al. (2025) who reported that the integration of AI chatbot into Think-Pair-Share activities not only capture students' attention on language enjoyment but also improve their English speaking skills and alleviate speaking anxiety. By interacting with conversational ChatGPT in a low-pressure environment during pair stage, students became more confident and less stressful in sharing. For instance, one student mentioned that ChatGPT pointed out their linguistic errors, enabling them to refine and speak effectively. The result is compatible with Zhang (2024) who has highlighted that ChatGPT can fix and refine language use, and can increase language skills though real-time feedback. This preparation with ChatGPT also decreased their language anxiety and steered them to participate and collaborate more in the learning process. On top of that, collaborative factors such as peer-interaction and communicative skills which were seen in Think-Pair-Share activities further sustained engagement in both pair discussions and whole class sharing. These findings are consistent with Maanu et al. (2025) demonstrating the potential of AI-assisted collaborative learning in encouraging peer-interaction and engagement.

However, the students experienced technical constraints during interaction with conversational ChatGPT in pair stage, such as providing ambiguous responses and slow internet

speed. Those challenges did not hinder students' progress, and they were resolved at once by assistance from the researcher. Additionally, one student expressed concerns for tech-unfriendly individuals in dealing with AI tools. Moreover, one student called for demand from human educators to deliver lessons and support mentally if network accessibility is restrained. These issues could further be enhanced through training and infrastructure support such as developing offline AI tools with funding aid from governmental and non-profitable organizations.

Recommendations

Pedagogical Implications

The findings have implications for university instructors in Myanmar. As the study shows AI-assisted collaborative learning enhanced undergraduate students' English speaking skills, instructors could integrate AI-assisted collaborative learning into various speaking activities as an alternative student-centered method as the students reported this approach to be effective, interesting and enjoyable. However, since the findings posed technical limitations such as internet deficiency, a teacher should ensure having reliable internet connections while applying AI-assisted collaborative learning into classrooms. Moreover, since AI's role in education has been evolving, educators must learn to adapt to this process and require foundational training to understand its role in learning process, ethical usage, and data privacy.

Recommendations for future research

Although the current study demonstrated progress in students' English speaking skills, limitations were observed. The study employed only 32 participants, which was relatively small. Thus, the results could not generalize to other groups of students. Additionally, the study integrated conversational ChatGPT into Think-Pair-Share activities, so the results may slightly differ from other studies conducted with different AI tools, such as Gemini and Siri. Moreover, the study's duration was relatively brief, which lasted only 12 days. This limited the students to maintain sustainable progress in English speaking skills.

Future studies should research by employing a larger sample size with varied student levels over a longer period to better understand the long-term impact of AI-assisted collaborative learning. The study investigated conversational ChatGPT into pair stage of Think-Pair-Share activities in improving English speaking ability. Future studies are recommended to employ conversational ChatGPT to a greater extent if the internet connection is reliable.

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