The purpose of the study was to determine the relationship between motivation and perceived parental encouragement for learning English as a foreign language with English achievement of Grades 6 to 8 students at St. John's Private School, Pathein, Myanmar. The study was quantitative in nature, and a motivation questionnaire was used to collect data from 157 students in academic year 2018-2019 at St. John's Private School, Pathein, Myanmar. Means, standard deviations, and Pearson correlation coefficient were used to analyze the data. The findings showed that students’ motivation for learning English as a foreign language was interpreted as very high, and perceived parental encouragement for learning English as a foreign language was very high as well. The relationships amongst the variables were investigated and it was found that students’ motivation had positive significance with English achievement while it had moderately strong correlation and positive significance with
perceived parental encouragement. However, perceived parental encouragement did not have a significant relationship with English achievement in this study. Recommendations for practice and future researchers were provided.