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

Nant Marina

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Curriculum and Instruction Graduate School of Human Sciences ASSUMPTION UNIVERSITY OF THAILAND 2018
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ABSTRACT

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Key Words: MOTIVATION, PERCEIVED PARENTAL ENCOURAGEMENT, ENGLISH ACHIEVEMENT, ENGLISH AS A FOREIGN LANGUAGE, SOCIO EDUCATIONAL MODEL, ATTITUDE/MOTIVATION TEST BATTERY (AMTB), ST. JOHN’S PRIVATE SCHOOL

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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 study, and motivation questionnaire was used to collected 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.
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## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COPYRIGHT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vi</td>
</tr>
<tr>
<td>CONTENTS</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## CHAPTER INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>Research Questions</td>
<td>5</td>
</tr>
<tr>
<td>Research Objectives</td>
<td>5</td>
</tr>
<tr>
<td>Research Hypothesis</td>
<td>7</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>7</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>8</td>
</tr>
<tr>
<td>Scope of the Study</td>
<td>9</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>9</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>11</td>
</tr>
</tbody>
</table>
CHAPTER II REVIEW OF RELATED LITERATURE

Learning English as a Foreign Language in Global and ASEAN ........ 13
Current English Language Policy in Myanmar ................................................. 16
Gardner’s Socio Educational Model ................................................................. 20
Previous Research Studies on Motivation and Perceived Parental Encouragement ................................................................................................................. 29
Background of St. John’s Private School ........................................................... 32

CHAPTER III RESEARCH METHODOLOGY

Research Design ........................................................................................................... 35
Population ..................................................................................................................... 35
Sample .......................................................................................................................... 35
Research Instrument ................................................................................................... 36
Collection of Data ........................................................................................................ 42
Data Analysis ............................................................................................................... 43
Summary of the Research Process ............................................................................... 44

CHAPTER IV RESEARCH FINDINGS

Findings ....................................................................................................................... 47
Research Findings for Objective 1 ........................................................................... 47
Research Findings for Objective 2 ........................................................................... 53
Research Findings for Objective 3 ........................................................................... 54
Research Findings for Objective 4 ........................................................................... 55
**CHAPTER V CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of the Study</td>
<td>58</td>
</tr>
<tr>
<td>Summary of Research Findings</td>
<td>60</td>
</tr>
<tr>
<td>Conclusions</td>
<td>61</td>
</tr>
<tr>
<td>Discussion</td>
<td>62</td>
</tr>
<tr>
<td>Recommendations</td>
<td>66</td>
</tr>
</tbody>
</table>

**REFERENCES** ........................................................................................................ 69

**APPENDICES** ........................................................................................................ 78

- Appendix A: Motivation and Perceived Parental Encouragement in Learning English Skills Questionnaire (English Version) 79
- Appendix B: Motivation and Perceived Parental Encouragement in Learning English Skills Questionnaire (Myanmar Version) 85
- Appendix C: Translation Approval Form 93
- Appendix D: English Achievement Test 99

**BIOGRAPHY** ........................................................................................................ 104
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of Students for Grade 6 to 8 at St. John’s Private School... 36</td>
</tr>
<tr>
<td>2</td>
<td>AMTB Subscales and Items in the Questionnaires................. 37</td>
</tr>
<tr>
<td>3</td>
<td>Score for Positive and Negative Worded Items.................... 38</td>
</tr>
<tr>
<td>4</td>
<td>Interpretation of AMTB Questionnaire.......................... 39</td>
</tr>
<tr>
<td>5</td>
<td>Previous Findings of Cronbach’s Alpha Value Using AMTB....... 40</td>
</tr>
<tr>
<td>6</td>
<td>Interpretation of St. John’s Students’ Grade for English Achievement ........................................ 41</td>
</tr>
<tr>
<td>7</td>
<td>Data Collection Schedule........................................ 42</td>
</tr>
<tr>
<td>8</td>
<td>Summary of the Research Process................................ 44</td>
</tr>
<tr>
<td>9</td>
<td>Interpretation of Mean (M) and Standard Deviation (SD) for Motivational Intensity Subscale Items................................. 48</td>
</tr>
<tr>
<td>10</td>
<td>Interpretation of Mean (M) and Standard Deviation (SD) for Desire Towards Learning English Subscale Items.................................. 49</td>
</tr>
<tr>
<td>11</td>
<td>Interpretation of Mean (M) and Standard Deviation (SD) for Attitudes Towards Learning English Subscale Items.................................. 51</td>
</tr>
<tr>
<td>12</td>
<td>Interpretation for Mean (M) and Standard Deviation (SD) for Motivation for Learning English ........................................ 52</td>
</tr>
<tr>
<td>13</td>
<td>Interpretation for Mean (M) and Standard Deviation (SD) for Perceived Parental Encouragement in Learning English ................. 53</td>
</tr>
<tr>
<td>TABLE</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Interpretation for Mean ( (M) ) and Standard Deviation ( (SD) ) for English Achievement Test ................................</td>
</tr>
<tr>
<td>15</td>
<td>Pearson Correlations Between Grades 6-8 Students’ Motivation, Perceived Parental Encouragement and English Achievement at St. John’s Private School ........................................</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conceptual framework</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>The socio-educational model of second language acquisition</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>A structural equation representation of socio-educational model</td>
<td>26</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, definitions of terms and significance of the study.

Background of the Study

Today, English has global international status; it is officially used for a mother language and also as a foreign language in every continent of the world. It has become a dominant language everywhere. Definitely, people know how English plays an important role in the world. It is the first and common language, which people use for communication. Most of the product names including cosmetics, clothes, and coffee, are labeled in English. Nowadays, the English language is an essential language for the business if one wishes to enter the global market (Oxford Royale Academy, 2014).

It is also an international language and the best way to communicate with others. If students learned English language systematically at an early age, there would be less problems to master the language when they grow up. They can communicate with people, find a good job, and trade with many foreign countries. As economic is merging, the language issue is very important and the first priority to cooperate with people (Ireland & Benthuysen, 2014). Myanmar, one of the ASEAN countries, moves towards the democratic nation, and compared with last decade it is rapidly improving and became one of the tourist attractions. Ireland and Benthuysen (2014) commented that learning the English language might lead to the improvement of economic for the country and dealing with other countries.
By learning English, young people can go and study in abroad and can find the professional work in the future. The current broad objective of Myanmar education is first to catch up with the education standard of the ASEAN countries, and then to attain quality education, which is one of the international standards to develop the human resources needed for economic development of the state.

According to Lwin (2011), in Myanmar, people preferred English language than other ethnic languages because they believed by learning English, they will get many opportunities in business, communication, and especially a good job and to study abroad.

As Myanmar is facing social, economic, and political reforms and as it has become more open to the world, many scholarship programs are being awarded to the country’s students and faculty. Presently, various scholarship programs are offered in Myanmar, but all are required high English language proficiency. So, it is obvious that learning English is becoming professional in Myanmar. Even though English is one of the core subjects in the school curriculum, the focus is on reading and writing. Thus, the language is treated as merely a subject rather than a language. Also, one major challenge is a shortage of qualified teachers. Another crucial challenge is that the current English language course book, which is used in basic education sector is out of dated. In fact, it has been utilizing for about three decades. This has become vital issues and to come up with curricula of international quality for the need of Myanmar students (Paw, 2015).

Obviously, there are many elements that influence students’ performance and achievement in learning English as a second language. According to Gardner (2007), it can be classified between ability and social-psychological factors. In comparison with other academic subjects, for example, math where cognitive ability is most essential, L2 (second language) acquisition involves more than just cognitive ability.
Motivation includes a group of closely related beliefs, perceptions, values, actions, and interests. According to Maehr and Meyer (1997), motivation determines the specific goals towards which learner strive, and it is one of the issues that play a fundamental role in learning the second language. One of the factors that motivate young students' learning is parental encouragement. Parental encouragement is a great significance to develop a child's psyche as well as academic achievement. According to Bindu and Aruna (2014), Parents play an important role in the need for higher achievement of their children. He continued that parental encouragement is a significant and important predictor of achievement motivation of higher secondary students.

Parent participation is very effective in all levels to promote the child’s achievement. As parents, there are many ways to support children such as attending school functions, volunteering in the classroom, attending parent-teacher conferences, guiding in homework, home educational improvement, and parent involvement in decision making and other aspects of school activities.

Gardner argued that due to learning a second language as a school subject, parents of the students might motivate their children to actively learn, however, they might encourage that their children should spend more time on learning others essential school subjects: Mathematics, History, Science, etc. than a second language (Gardner, 2010).

In Myanmar, the majority of the parents could not provide parental encouragement to their children because of emphasizing more on their daily routine works. Parents pay less attention or not at all about their children because of no-fail policy. Actually, children are all spoilt for the bad system. Most students are from the parents with low education, and poor parents cannot support their children. As a result, they cannot give tender loving to their children. So not only the students but also for the parents education workshop should be arranged by the educators before the school start (Lall, San, San, Myat & Khaing, 2013).
To conclude, English is an essential language for the business, education, and for good communication. It is the most commonly spoken in the world especially when people travel. Learning English could change people life because it is one of the languages in business communication. On the other hand, the parents’ role is very important for the children. Nowadays, education is the first priority among the parents. Also, children learn about love, relationship, and their own emotion from their interactions from parents. As parents, they should pay attention what their children interest such as what they learn in the school and in everyday life. The way they supported their children's interest, physical and mental were leading to the success of their children.

Statement of the Problem

St. John’s Private School is a high school, which is from Grades 5 to 9. Students from different background and different knowledge were enrolled at St. John’s Private school. Because of this situation, even though students were interested in learning English, they face with difficulties to follow the lessons.

Furthermore, they did not emphasize on speaking skill, normally when they communicate with parents and their friends, they used mother language and ethnic language. They did not pronounce the correct spelling, and when they were writing a sentence, they made grammar mistakes. If teachers did not check their workbooks, the students always make some mistakes and they didn’t check it by themselves. Every month, students had chapter end test. In monthly test, students' grades were low although teachers reviewed the lessons before they test. Teachers always prepare for the students to memorize the lesson, and they repeated the lesson and reviewed again and again.

Although teachers changed teaching style to overcome this situation, students grading were still low. Thus, it could be assumed that the motivation of students for learning English language seem to be low. There is no or little information about perceived parental
encouragement at St. John’s Private School. Therefore, the researcher decided to conduct a study to identify motivation and perceived parental encouragement with English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar.

In order to fully understand and be able to assist students in their language development, the researcher studied the relationship between learning English through motivation and perceived parental encouragement variables.

Research Questions

The following are the research questions for this study:

1. What is the level of motivation for learning English as a foreign language of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar?
   1.1. What is the level of Grades 6-8 students’ motivational intensity for learning English as a foreign language at St. John’s Private School, Pathein, Myanmar?
   1.2. What is the level of Grades 6-8 students’ desire to learn English for learning English as a foreign language at St. John’s Private School, Pathein, Myanmar?
   1.3. What is the level of Grades 6-8 students’ attitudes toward learning English for learning English as a foreign language at St. John’s Private School, Pathein, Myanmar?

2. What is the level of students’ perceived parental encouragement for learning English as a foreign language of Grades 6-8 students at St John’s Private School, Pathein, Myanmar?

3. What is the level of English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar?
4. Is there any significant relationship between motivation and perceived parental encouragement with English achievement of Grades 6-8 students at St. John's Private School, Pathein, Myanmar?

**Research Objectives**

The research objectives are addressed by this study:

1. To determine the level of motivation for learning English as a foreign language of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar.
   
   1.1. To determine the level of Grades 6-8 students’ motivational intensity for learning English as a foreign language at St. John’s Private School, Pathein, Myanmar.
   
   1.2. To determine the level of Grades 6-8 students’ desire to learn English for learning English as a foreign language at St. John’s Private School, Pathein, Myanmar.
   
   1.3. To determine the level of Grades 6-8 students’ attitudes toward learning English for learning English as a foreign language at St. John’s Private School, Pathein, Myanmar.

2. To determine the level of students’ perceived parental encouragement for learning English as a foreign language of Grades 6-8 students at St John’s Private School, Pathein, Myanmar.

3. To determine the level of English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar.

4. To determine if there is a significant relationship between motivation and perceived parental encouragement with English achievement of Grades 6-8 students at St. John's Private School, Pathein, Myanmar.
Research Hypothesis

There is a 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 at a significance level of .05.

Theoretical Framework

The researcher will introduce motivation, perceived parental encouragement and English achievement in this study.

Socio-Educational Model of Second Language Acquisition

Motivation is a combination of effort, desire to attain the goal, and positive attitude while the process of learning the second language (Gardner, 2010). According to Gardner's socio-educational model, there are four main variables such as 1. Motivation, 2. Parental encouragement, 3. Students' cognitive ability, and 4. Language anxiety (Gardner, 1985b). In this research, the researcher focused on two variables namely motivation and perceived parental encouragement. Under the motivation, there are three subscales; motivational intensity, desire to learn English, and attitudes toward learning English.

Gardner developed AMTB (Attitude/Motivational Test Battery) for English-speaking Canadian students learning French as a second language in primary and secondary level (Gardner, 1985a). The original items were developed by Gardner, and extended by Gardner and Lambert (1972). Nevertheless, the international version Gardner (2004), was modified and particularly made for students learning English as a second language. The international version of the AMTB will be used for this research.
Conceptual Framework

The researcher tried to determine if there was a significant relationship between Grades 6-8 students’ motivation and perceived parental encouragement for learning English as a foreign language with English achievement at St. John’s Private School, Pathein, Myanmar.

According to the objectives, this study was conducted based on the socio-educational model. This study discussed the level of St. John’s Private School Grades 6-8 students’ motivation, perceived parental encouragement and achievement in learning English as well as their relationship with each other.

The subscales in motivation variables were motivational intensity, desire to learn English, and attitudes toward learning English. Perceived parental encouragement was another variable, which supported the motivation for the young age group in this study.

![Conceptual framework](image)

*Figure 1. Conceptual framework.*
Scope of the Study

The sample of this study was 157 of Grades 6 to 8 students at St. John's Private School Pathein, Myanmar, in the academic year 2018-2019. The theoretical framework of the study was based on Gardner's socio-educational model (Gardner, 1985a, 1985b, 1988, 2001, 2004, 2005, 2007, 2009, 2010). There are 12 variables mentioned in Gardner’s model, but this research focused only three variables namely motivation and perceived parental encouragement, and English achievement. Undermotivation, three subscales were used: motivational intensity, desire to learn English, and attitudes toward learning English.

For the instrument, Attitude/Motivation Test Battery (AMTB) developed by Gardner (2004), was used to measure students’ motivation and perceived parental encouragement, and it was the international version. The individual relationship between motivation and English achievement, perceived parental encouragement and English achievement and motivation and perceived parental encouragement was examined in this study.

Monthly English test results from Grades 6 to 8 were utilized for the purpose of English achievement.

Definitions of Terms

The following definitions were to understand the terms used in this study.

Attitude/Motivation Test Battery (AMTB). Attitude/Motivation Test Battery (AMTB) refers to an instrument that was used to assess the student’s motivation in learning EFL through the three subscales: motivational intensity, desire to learn, and attitudes toward learning English. It also measured the variable perceived parental encouragement.

English achievement. English achievement refers to the average score that Grades 6 to 8 students received from monthly English tests in the school year 2018-2019 at St. John's
Private School, Pathein, Myanmar. The average of test score was addition of the marks acquired during the nine times tests divided by 9.

**English as a foreign language.** English as a Foreign Language refers to the use of English language as medium of instruction for the core-subjects for all the classes in St. John’s Private School, Pathein, Myanmar.

**Motivation.** Motivation refers to complex concepts that stimulate someone to set the goal and continues to achieve it (Gardener, 2010). This drive of learners’ learning a language is made up of three affective subscales: motivational intensity, desire to learn English, and attitudes toward learning English.

**Motivation for learning English as a foreign language.** Motivation for learning English as a foreign language refers to the stimulating the desire in the students to learn English language as a second language.

**Motivational intensity.** Motivational intensity refers to development of proficiency to learn a second language. It is because giving out all efforts is one of the keys to learning the material and skill in motivation (Gardener, 2010). This sub variable was measured by item 13, 33, 56, 77, 96, 3, 23, 44, 67, and 87.

**Desire to learn English.** This refers to the yearning to achieve proficiency in a language along with a strong effort to learn English (Gardener, 2010). This sub variable was measured by item 9, 29, 51, 73, 92, 17, 37, 61, 81, and 99.

**Attitudes toward learning English.** Attitudes toward learning English refer to the affective reactions of the students to class activity in terms of classroom course evaluation. This sub variable was measured by item 6, 26, 47, 70, 90, 8, 38, 62, 82, and 100.

**Perceived parental encouragement.** Perceived parental encouragement refers to students’ perception of encouragement given by their parents towards their learning of English achievement skills. This is one of the variables defined within Gardner’s socio-
educational model that can affect and support motivation as well as English skills achievement. This variable was measured by item 2, 22, 43, 48, 57, 66, 86, and 103.

St. John's Private School. Students from Grades 5 to 9, ages 10-14 are studying at St. John's Private School, Pathein, Myanmar. There are 311 students enrolled for the academic year of 2018 - 2019. In this study, the researcher focused only on Grades 6-8 students’ motivation and perceived parental encouragement at St. John's Private School, Pathein, Myanmar.

Significance of the Study

In this study, the researcher focused on the level of Grade 6-8 students’ motivation, perceived parental encouragement and English achievement in learning English as a foreign language, and their relationship with each other. The reason was Grade 5 students were very young to answer the questionnaire; therefore the researcher selected Grade 6 to 8 students for participants in this study.

Firstly, students would be motivated to learn the foreign language as their second language. Also, any positive changes and improvements from the school will affect and influence their learning.

For the teachers, this research could be helpful by providing information on motivating factors that affect their students in the current class and future classes. Therefore, they can create a better learning environment, activities and methods of teaching that will appropriate with students’ need.

This research can appraise the parents regarding perceived parental encouragement and students’ English achievement. They may know how parental encouragement is important to the children and how can support their children, and they will get more knowledge about how to assist their child by creating positive competence.
Finally, for future researchers, regarding this study, they can get information about motivation and parental encouragement and student achievement in learning English as a second language from this research.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed about related theories, review of literature and previous researches. There are four parts in this chapter, learning English as a foreign language in Global and ASEAN and Myanmar, Gardner’s socio-educational model and the two independent variables: motivation and its subscales and perceived parental encouragement, previous research of this study, and background of the study of St. John’s Private School.

**Learning English as a Foreign Language in Global and ASEAN**

Nowadays, the English language is widespread among young people as a global language and method of communication. In the modern age, from the perceptive of youth, the English language is very useful in politic, business language, scientific, and medical research. According to Karimova (2016), the English language becomes an official language in more than 75 countries all around the world.

Knowing the knowledge of foreign language means knowledge of others countries’ culture, identities, and histories, etc. Even global communication, foreign languages are essential and main factors for nation building (Karimova, 2016).

Furthermore, governments around the world have been implementing systems to adhere the English language proficiency skills. For example, in China and Dubai, children start learning English language as early as kindergarten. According to Kasteen (2014), reforms of the British curriculum include all the children from the age of seven in
Britain are being taught a foreign language. Similarly, in Scotland, the government announced that all the pupils must start learning other languages from the first year of the primary school.

Learning English becomes a crucial part of requirements among students. Therefore, parents demand from their children to study English in the school. However, 90% of parents did not satisfy their children's English class (Jackson, 2013). They might assume that children would gain less practical language knowledge and also the lack of opportunities to practice in class. Likewise in China, although learning English in school start in grade three, many parents feel that is not enough for their children. In order to achieve the education goal, language is a guarantee for a better future (Jackson, 2013).

The Association of Southeast Asian Nations (ASEAN) was first formed with five countries: Indonesia, Malaysia, Philippines, Singapore, and Thailand in 1967 (Kirkpatrick, 2011). Since then other five countries joined ASEAN, Brunei (1984), Vietnam (1995), Laos and Myanmar (1997), and Cambodia (1999). Many people have taken different approaches to define the role of English; people see English is modernization and internationalization. The 10 countries ASEAN comprised more than 1000 languages from a variety of different languages families spoken throughout the region (Kirkpatrick, 2011).

ASEAN countries try to catch the English language to become a region's education curricula. For instance, Indonesia is the only one of the ten countries who doesn't have English as a core subject in primary school, but for the demand of the parents, almost all primary school teach English. English as a lingua franca, on the other hand, is characterized by a variety of different pronunciations, as people from different language backgrounds speak English together.

According to Kirkpatrick (2011), Brunei has announced a new National Education System for the 21st Century. From primary 1 to 4, they used English language as a medium of language in Mathematics and science subjects. The bilingual education policy (BEP) of the
Philippines has been in force since 1974; Mathematics and science were taught in English from primary 1 and others subjects were taught in Filipino.

According to Kirkpatrick (2011) said that the culture of ASEAN is one of the important factors in the school, and students should know the culture of ASEAN countries. The most common ASEAN language is lingua franca. So in every region, English curriculum needs to provide for the priority in the subject. In addition, he mentioned that English become de facto lingua franca in ASEAN. ASEAN Secretary-General, Le Luong Minh, also said that English is "an indispensable tool" to bring the ASEAN community closer together.

There have been many challenges in language education policies over the years. The developed country like Singapore English language is used for all subjects. In Malaysia, since 2012 they have been using English in the subjects such as mathematics, and science in school (Boivin, 2017).

Among the ASEAN countries, Thailand, international business investors have interested, which is one of the developing countries. According to Punthumasen (2007), the Thai government believes that people of Thailand should learn the English language to be able to communicate with other foreigners. Therefore, the government has come up with strategies to enhance the English language by permitting many international business leaders to open international schools since 1957.

Furthermore, in 1995, Ministry of Education in Thailand established EP (English Program) or Bilingual Program in private and public in Thai school. They focused on using English as a medium of instruction, and science, mathematics, physical education. Normally in that program, foreign teachers taught all these subjects in English.

English become a compulsory subject across the nation in Thailand such as international conferences, tourism, and global advertising. All these are the domains in which using the English language. In 2010, the government allocated to the Education Ministry
approximately 371.5 billion baht and the current education budget is one of the highest in the world containing 29% of total using.

However, a survey from Kaewmala (2012) citing a study done in University of Cambridge (2006) revealed that while only 3% of Thai teachers had reasonable fluency; 60% of Thai teachers did not have adequate knowledge for teaching English in Thailand. By seeing this although there are many reforms in education, the progress seems to be slowing down, and they need to provide more opportunities to overcome the challenges.

People could not argue that English is a dominant second language or foreign language in Asian regions. Learning English moving up to national development, and understanding other cultures, and by teaching English is leading international communication in the global world. Furthermore, in Asian countries the amount of people who speak English as a second or foreign language is increasing very significantly, therefore the Asian English plays a very important role in the globalized world.

**Current English Language Policy in Myanmar**

According to Bianco (2016), the Myanmar Language Commission is responsible for the development of Myanmar language. In the central area of Myanmar, Burma situated largely monolingual, while various ethnic people in border area known Myanmar language. At present, education in Myanmar is structured into five years of primary school, four years of middle school and two years of high school.

Although English became the official language in British rule, the local groups continued to speak their languages and discouraged the use of foreign language. But English is gaining popularity mostly in urban area and more educated populations based on (Kirkpatrick, 2011).
There is a strong desire among today’s generation that English is becoming an essential language. Most of the people believe that English lead to a better job and better opportunities all around the world. The current objective of Myanmar education is to catch up with the education standard of ASEAN countries. To empower English language capacity in Myanmar, NCEL (National Center for the English Language) has provided short and long-term training plan for training teachers for all educational level. These opportunities take part in workshop, seminar, and conferences in ASEAN nations including English-speaking countries (Paw, 2015).

According to Myanmar times, a very special time in Myanmar history, the “British Council” takes responsibility in Myanmar 70 years already. After the election in Myanmar, Because of our state counselor, Daw Aung San Su Kyi, the education is changing in a good way. Nowadays, British council works with the students, teachers, researchers, and leaders in Myanmar. In Yangon Teaching Center, there are 2350 students enroll for a year from the age of 7 years to 70 years.

The parents send their children to the center to develop communication skills and so on. The British Council offered teacher conference twice a year (October and January) for all the teachers in Myanmar to discuss and share teaching and challenging in their work. In every seminar, 800 English teachers come from different places and share their experience with teaching. It is a big deal for the education and for the future (Santiago, 2017, Jan 12).

As Myanmar is undergoing social, economic, and political reforms and become more open to the world, many scholarships are being awarded to the country. Therefore students who specialized in English and the faculty have more opportunities to receive training abroad (Paw, 2015).

According to Lall (2008), currently, private schools become popular among the parents in Myanmar. Starting with pre-elementary, elementary, and secondary to higher-
education levels in private schools. Consequently, learning English language, computing, accounting, and business are becoming popular demands among young learner.

In 2012, the higher education sector curriculum was reviewed; to make higher education curricula and syllabus in Myanmar updated to the courses in most ASEAN nations. Three years courses were extended to four years courses, so the syllabus for English specialization was modified (Henard & Leprince-Ringuet, 2008).

There are some issues learning English in Myanmar. Firstly ‘curriculum’ Sein (2015) mentioned that, in 1995, students attended university to attain their first degree and studied as a compulsory as non-English specialization students. According to Myanmar Teacher voice report, the education reform should change. When they did the survey to 242 teachers for this issue, 90% of teachers agree to change education reform. Moreover, they discussed the curriculum reform. Among 182 teachers, 55% wanted to change the curriculum. They have an agreement with half of the teachers to reform a new curriculum for the first priority (Lall et al., 2013).

Until 2012, which is for the past 16 years ago, the University was using the three years program was introduced for English specialization students. Since that time the same reading test were employed; they focused only on reading and speaking and listening were neglected.

Another issue is Teacher-center: A study carried out by Tin (2008) stated that as a Buddhist country in Myanmar, the teacher has highly respected and traditionally been regarded as one of the five gems “Buddha, religion, monk, parents, and teacher” and regarded by all in Myanmar culture.

Concerning with this, for the challenge of rote-learning system, the two departments of Myanmar Education have training sessions for new methodologies and classroom strategies, but the outcome is very little success. The teacher used to with their old methods
when they entered the classrooms. The teacher explained the lesson, after that they gave students homework related to the lesson without checking students’ understanding. Old teaching strategies could not reach to memorize the lesson that the teacher taught in the classroom. As a result, students were difficult to answer the question, and even they were not clear the lesson they dare not to ask the teachers. Currently, to become an active learning, it is necessary to change teacher-center to student-center is one of the main issues in the school.

A study carried out by Lall et al. (2013) in Myanmar, primary and secondary schools are trying to apply the CCA (Child Centered Approach) method for the new curriculum start from 2002. A number of teachers faced with many challenges to practice CCA in their lectures. The main reason is the Exam System, named "no-fail policy," and used from Grade 1 to Grade 9. The intention of this system is all grades pass exams with a basic understanding in every lesson. However, the monthly exam was taken time and students forgot everything after the exam. Because of the time limitation, the primary and high schools teachers have to finish the given curriculum and exam during the timeframe and the target dates. Teachers try to finish their lesson to catch the exam on time; they have no choice to use another method except using a rote-learning system in the classroom. The class size is also one of the main problems in the classroom.

The levels of learning English students’ background are different. When the class size is big, it is difficult to communicate with the student individually in the classroom. After 20 years ago, students were crowded while they were learning not only in high school also in the University. Soe (2015) mentioned the problem of using teacher-centered also lead to students discouraged in-class activities, and could not get chances to ask questions and to speak English in the class.

A manager of English for Education System, KhaingPhyuHtut, for the British Council in Myanmar, said that even the teacher who is teaching in first grade did not have qualify
teacher capacity. Additionally, she says, it is lack of pre-service and in-service support for the
teacher as well as an assessment that rely heavily on rote learning, ignoring the

Currently, Myanmar young people and businessman are emphasizing in learning
English and moving to the 21st century like other ASEAN countries. Everyone realized in
their mind that education is one of the important factors in the country. Even though they face
with many challenges, they believe that while they are learning English, everything will
change to positive in the future.

Gardner’s Socio-Educational Model

The socio-educational model comprised four components namely; social milieu,
motivation, formal and informal context and linguistic and non-linguistic outcomes (Gardner,
1985b).

In his study, he focused on foreign language classroom and studied about positive and
negative influence success in language acquisition. His socio-educational model focuses on
the aspect of social dimensions which are motivation and the subscales that influence and
support it (Gardner, 2005). Recent years ago, the model was modified to three variables,
namely: ability, motivation and situational anxiety (Gardner, 1985a, 2005).

Themotivational model proposed by Gardner consists of effort, desire, and positive
effect. To elaborate with an example; the desire to succeed is in the learners but they make
not put the necessary effort to succeed. Some others may be forced to learn a language that
they do not wish to learn (Gardner, 2001).

Attitude/Motivation Test Battery (AMTB), was an instrument specifically developed
for the socio-educational model (Gardner & MacIntyre, 1993).
Gardner (1985) combined the previous findings into the motivational model called the "socio-educational model", which he divided them into four major constructs:

1. Social milieu
2. Individual difference
3. Language acquisition context and
4. Outcomes.

The first construct is Social milieu, which consists of the cultural belief of the learner towards the target group. In language learner cultural context, those beliefs comprise of the importance and perception of the second language learners (Gardner, 1985b). The second construct is Individual differences, which includes variables such as attitudes, ability (language aptitude, intelligence) and motivation. The third construct is the context of second language learning: formal and informal. And the fourth construct is the Outcomes, which deals with the specific language learning process, linguistic and nonlinguistic.

Linguistic refers to second language proficiency such as vocabulary, skills, and knowledge of grammar and so on. Non-linguistic refers the learners' attitude value of the target language community and develop with second language learning experience.

The socio-educational model of second language acquisition is based on five categories.

1. Second language acquisition developing a level of skill that communicates with the speaker of that language, but it is a time to consume and demanding process. In this stage, they have described the achievement, and grades in the course.

2. Their second one is ability and motivation, and these two are responsible for achievement. But not directly connected in the learning process. For instance, according to different gender can be linked to ability and motivation. In some case, some variables like language anxiety, and lack of self-confidence are lead to the poor level of achievement.
3. Individual difference in motivation influence in environmental characteristics such as culture, personal, educational, etc. They are personal believes, life experience, and educational objectives are leads to motivation.

4. Language acquisitions take place in formal and informal contexts. Formal context is such as language classroom, laboratory, etc. Informal contexts are outside in the classroom, they are social setting, television, Internet, etc.

5. Formal and informal context will consequence with linguistic and non-linguistic outcomes. They refer to all characteristics of language development including oral making, reading, writing, and general knowledge of language. Non-linguistics outcomes involve other products of language learning experience such as motivation, language anxiety, and willingness to communicate.

![Socio-educational model of second language acquisition](Gardner, 2005,p.6)

The figure shows bidirectional arrows linked integrativeness to attitude towards learning situation, and instrumentality. The diagram also shows unidirectional arrows that linked Attitudes toward learning situation and integrativeness to motivation. For some reason, instrumentality support to motivation.
Attitudes toward learning situation influence the students' level of motivation. It related with the teacher, such as who has a good command in language, interesting in the curriculum, prepare a lesson plan and meaningful evaluation for her or his teaching. These all factors will promote a higher level of motivation.

Integrativeness influence motivation to learn the language, because of cultural background, early home experiences. The “integrativeness” has a bidirectional linked with the learning situation attitudes and instrumentality and they formed a support to motivation. This motivation is consisting of the attitudes of the learners towards English, desire of the learners to learn English, and the motivational intensity of the learners.

In the diagram, two major variables (motivation and ability) are responsible for individual differences in achievement. Ability and motivation were shown directly to achievement. A student can have high achievement based on ability or motivation, but they are independently related to language achievement.

Students have a high level of ability (intelligence and language aptital) are more successful than students less endowed. Students with a higher level of motivation do better than students with the lower level of motivation, and they give more effort, be more attentive and have the desire to learn more about the material. Therefore, ability and motivation are two important factors that accelerate achievement in school.

Although it was not showed in the figure but is included in reviews, studies, and discussion of motivation and academic achievement in learning L2 of another variable is a parental encouragement (Gardner, 2001). Gardner's socio-educational model proposes many variables that can influence language achievement. This study focuses only two affective variables namely motivation and parental encouragement, under the motivation, the three sub-skills are motivational intensity, desire to learn English, and attitude towards learning English.
The Concept of Motivation

Gardner (2010, p. 9) noted, “The concept of motivation is applicable to many situations and contexts. In the area of second language learning, we can distinguish between the aspects of motivation, language learning motivation and language classroom motivation”. Furthermore, he explained about language learning motivation, which was the major focus of the socio-educational model. It was related with the individual difference of success in the subject that students’ acquired.

The Oxford Online Dictionary defines motivation as the desire or willingness to do something (Oxford, 2018). Gardner (1985a) said that a motivated student is one who wants to achieve the specific goal. She or he will be ready to do hard work to achieve the goal and would fulfill the process of achieving the goal.

Gardner and Lambert divided motivation into two types: integrative motivation and instrumental motivation. Integrative motivation consists of the learner’s positive attitudes toward the target language community and his or her desire to be a member of that group. Instrumental motivation identifies the learner’s positive attitudes to learn the language for extrinsic reasons such as to get a job, to pass the exam, or to fulfill the requirements for a job. The findings of Gardner & Lambert (1959) suggested that Integrative motivation is better than instrumental motivation and leading to improve achievement in learning a second language.

According to Gardner (2010), motivation is a complicated concept that does not have a simple meaning. However, he stated that a motivated individual is someone who sets the goal and continues to achieve it. Motivation affects individual students’ achievements, different abilities, various attitudes, and their characteristics.
The research of Makrami (2010) had indicated that motivation has a fundamental role to play in classroom instruction. It affects the learners’ learning a language, and for the teachers to attain better teaching outcomes.

According to Dornyei and Otto (1998), motivation could be described as the dynamic changing of individual desires and wishes, which was nominated to act effectively in learning. Gardner’s socio-educational model motivation consists of three elements: effort, desire, and positive effect. For instance, a person can have the desire to learn but lacks the effort to materialize that achievement while others may have the effort to learn but lack the proper atmosphere to learn, such as improper classroom context (Gardner, 1985b, 2001).

On the other hand, Deci and Ryan (1985) suggested that without external incentives, the learners might increase their intrinsic motivation by doing decisions making for their own development and by preferring their own methods to improve their learning and achieve positive results for long-term learning.

In separate studies conducted by Gardner and Lambert, (1972), Makrami (2010) and Scovel (2001), found that instrumental orientation defines the desire to learn a language for the realistic, learning, specialized or for the benefits of the higher salary or to expand their one’s work position. Therefore, Gardner (1985a), and Gardner and Lambert (1959) suggested that an integrative oriented learner might be more motivated than an instrumentally oriented learner.

In addition, the level of achievement can be most really expected by the internal and external motivation of the learners by observing the output of the effort and time required to control the target language, although people have different reasons for learning languages (Gardner, 1985a).
**Attitude/Motivation Test Battery (AMTB)**

Basing on the results of the continuous research for more than 20 years, Gardner developed the Attitude/Motivation Test Battery (AMTB). In the battery, the Attitudinal/Motivational variable is an effective factor, whereas language ability is measured as a cognitive variable (Gardner, 1985a).

The AMTB is a significant internal consistency reliability of the scales. Thus it is popular and has been widely used and modified by many researchers around the world (Gardner, 1985b). The international version of AMTB was mainly focused on the students’ learning English as a foreign language in research projects in Spain, Japan, Romania, Croatia, Brazil and Poland (Gardner, 2004). Penjak and Karninčić (2015) used the AMTB to study the differences in students’ motivational pattern towards English as a foreign language at the University of Spain, Croatia. Furthermore, Sayandian and Lashkarian (2010) used a revised version of the AMTB to identify motivation and attitudes on the Iranian students toward learning English as a foreign language.

AMTB comprises 11 indicator scales with a total of 104 items. Parental encouragement is an additional variable that is added where it is relevant like in scenarios where young students are in the study (Gardner, 2009). Among them the researcher will measure each subtests namely: motivational intensity, desire to learn English, attitude towards learning English and parental encouragement.
Motivational intensity. Motivational intensity consistently focuses on learning language, persistently striving for success to own motivation toward learning a language, tirelessly doing learning to English language, above all are referred the meaning of motivational intensity in learning the English language. Therefore, it can say individual approaching and effort on his or her motivation in language learning.

Desire to learn English. Desire can be distinguished into many depended on learner wants or wanting to do something in order to obtain his or her goal or achievement. Yet, here desire especially pointed on to those who want to achieve in learning the English language and those who are motivated by his or her desiring on that learning.
Attitudes toward learning English. Generally, attitude involves feelings, values, beliefs, and disposition to act in a certain way. Among them here, his or her attitudes are concerned with learning the English language in which the learner found his enjoyment and pleasure.

Perceived Parental Encouragement

Perceived Parental encouragement is an additional variable in Gardner's socio-educational model that influences language achievement for scenarios wherein a younger age population are in a study (Gardner, 2009). He added that in his studies aside from influencing achievement, it gives support to motivation (Gardner, 2007). In the AMTB, parental encouragement assessed by asking students' perception toward the support they receive from their parents in learning L2.

Consequently, parents encourage children's perseverance in their study and effort to achieve good results, and they are curiously and find out the specific subject area. Griffith (1996) studied about how the parental interest and parent empowerment are connected to students' achievement. In another study by Wentzel (1998), perceived parental support was the only type of encouragement, and leads to the students' academic goal orientation.

Some parents believe the encouragement in form of money and material aids is more than enough, without taking many essential factors into consideration; such as school system, quality of the teachers, environment and approaches/methodologies for teaching and learning. Most parents are happy if their children can attend the schools popular in their area.

According to Gonzalez-DeHass (2002) found that when parents showed an interest and active role to their student's education, the students were found to be more possible to seek challenging tasks, continue through academics' obstructions, and gain a sense of fulfillment in their learning. Furthermore, Régnier-Loilier, Vignoli, and Dutreuilh (2011),
examined whether parental involvement was a issue of the student assumption of achievement goals and found the importance of the learners’ support system in learning. The role of parents in relation to learning can also be crucial, as a cooperative relationship between the learners, parents, the school and teachers that affect the result in learners who want to learn. Parents play a major part in students' achievement. The Social Capital framework and the cultural, teachers and administrators are a contributor to the students’ academic achievements as well.

Teachers gain better understanding of the child's culture while building a partnership with parents. The needs and their academic abilities of the students' focuses on the social center needs. A study conducted by Stanton-Salazar (1997) showed that a significant difference in bridging the communication gap that is between the school and home. Thus they tried to break down the existing barriers and to provide the students with the skills wanted to interpret the system and to attain at a higher rate.

Previous Research Studies on Motivation and Parental Encouragement

According to an international study done by Gardner (2009), five out of the six countries that were investigated showed consistent high correlational results between motivation and students achievement in English subject. Another study was done in Thai-Nichi Institute of Technology, which also indicated that students' lack of motivation caused speaking difficulties amongst the Thai students (Jindathai, 2015).

Furthermore, another study was high school students' motivation in self-selected reading English is related to achievement at Bangkok Christian international school, Thailand. A method of Pearson product-moment correlation in that study showed there was a
significant and positive relationship. Therefore, increasing motivation for students self-selected English is correlated with their academic achievement (Lungely & Lynch, 2018).

It is believed by many that parental involvement plays a vital role in a students' achievement (Chen, 2018). Gardner's Socio-educational Model, it was proposed that parental encouragement is an additional variable that influences language achievement for scenarios wherein younger age populations are in the study (Gardner, 2009). Consequently, Gonzalez-DeHass, Willems, and Holbein (2005) claimed that children's academic motivation and achievement increases when parents get involved. This also enhances the students' achievement, learning, capability, and understanding of a subject area.

Parents always want the best and want to live a better life for their children. Parents try to provide as many supplies as they can do for their children, but this can negatively influence the children's education. But even after knowing the good results, many parents do not become elaborate with their children unless difficulty arises, which then can lead to disturbance from the parents (Pomerantz, Wang & Ng, 2005).

Another study was done by using the Epstein model as a strategy to study parental involvement in a high poverty, high minority basic school. In this study, the researchers found that Parental involvement has many beneficial results on students other than academics, including increased motivation, which may lead to academic success nevertheless of economic background. Likewise, the researchers confirm that insufficient or no parental involvement gives low students' achievement and engagement (Bower & Griffin, 2011).

A study done by Jingji & Lynch (2017) reported that parental encouragement for students' learning is related to academic achievement for primary 5 and 6 students at an international school in Bangkok. The testing of the hypothesis showed the significant relationship between students' perception of parental encouragement and their Mandarin
academic achievement. Parents’ encouragement was linked with their children academic achievement.

Parental involvement has many positive outcomes on students such as academics, comprising increased motivation, confidence, and independence, which may lead to academic success regardless of economic background. Likewise, research affirmed that inadequate or no parental involvement contributes to low student achievement and engagement (Bower & Griffin, 2011).

Parental involvement and encouragement inspired the students’ academic achievement and success. Discussion and encouragement when children are younger also lay a firm foundation for their final adapting from high school (Howell & Frese, 1982). A study done by Burns (1993) completed that there are four key difficulties to parental involvement; these are especially concerning to parents with a low socioeconomic status. These four barriers are such as limitations on Parent’s Availability, Differences between Home and School Cultures, Feelings of Inadequacies, and Parent and Teacher Attitudes.

According to Lakshmi and Arora (2006), parental recognition and encouragement were absolutely linked with academic success and ability. Conversely, parental control whether psychological and behavioral of their children and it showed a negative relationship with academic success and competence. They proved that parents who were supposed as being more acceptant and using less constricting and hostile mental control have their adolescents with higher academic success and skill.
Background of St. John’s Private School

Today private schools have jumped up at different level such as pre-elementary, elementary, secondary and higher education, to provide the popular demands of the market in English language, computing, accounting and business-related training (Lall et al. 2013).

Some private school offers a broader curriculum while others focus only on a few subjects. Recently, Private schools have been allowed to operate as an alternative to the state's educational system. Although there are few schools namely the Yangon International School and the Diplomatic School in Yangon which has had a special position for few years. Nowadays, some of these privates schools are run business purposes and some as a service company.

St. John's Private School is located in Pathein, the southern part of Myanmar which has poor infrasture and limited to assess to education compare to Yangon and Mandalay. The proposed plan of establishing a school is a top priority among many other initiatives that we have been assuming since the foundation of Pathein Diocese, Myanmar. It is the first Catholic school of Pathien Diocese in Myanmar. It was materialized as a result of the first Diocesan Synod in 1997. The Bishop, priest, religious, catechists and ladies gathered together and discussed to find out the problems with hindered the development of the Diocese and planned for the future activities. Among the problems of the diocese and of the region as a whole, if critically analyzed, the problem of education came out as the first problem to be addressed.

The education sector of Pathein Diocese was established in 1998. The vision is “Educated in all aspects and all empowered community.” The mission is to ensure a high level of standardized Nursery, Kindergarten, Primary, Middle and High School education to support poor and qualified academic and professional line. The goal of education is for everyone to be educated and empowered, and to create an education and training environment
that develops the learners holistically with desired values, attitudes, knowledge, skills and competencies.

The provision of adequate quality education and training to the learners, so that they will be able to engage in lifelong learning with critical thinking skill, to capable of more complex problem solving and able to make decisions with human value and morality.

Education of the children is the first priority of the Pathein Diocese since former times. The need becomes stressing and it is felt more and more urgent along with the changes of the time.

St. John’s Private School was established in 2015 with 47 students from Grades 5 to 7. Increasingly, in academic year of 2016-2017, 180 students were studying at St. John’s Private School from Grades 5 to 8. In this year the number of students was improving rapidly, 311 students from Grades 5 to 9 are studying at St. John’s Private School. School vision is “To create an education and training environment that develops the learners” and mission is “Adequate quality education and training for the learners”. It is the first new Catholic School in Pathein, Myanmar. 20% of children are Roman Catholic and the rest are Buddhist and other religions. There are twenty teachers in St John’s Private School, eight teachers are teaching English.

The quality of the teachers will also be evaluated by the outcomes of the school every now and then and there will be an arrangement for the ongoing formation of the teachers on every level. For teachers training, Pyinya Sanyae Institute of Education (PSIE) in Myanmar gives training during the summer. They follow the same curriculum with public school. All the subjects are similar to public school. Besides, they teach ethics, computer basic and English four skills.

In St. John's Private School, English four skills classes are divided into reading, writing, and speaking and listening. The students in Grades 6-8 learn four skills every day in
a week. So they have one and a half hour to practice English. And also they have time to practice computer twice a week, and for getting knowledge, they go to the school library at least three times a week. After being formed for two or three years at our school, the students will learn how to engage themselves in lifelong learning with critical thinking skill and therefore become responsible and educated persons for the community and for themselves.

For the school activities, they celebrate Myanmar traditional events like Tadingyunt, Tazaungdaing festival, and Christmas gathering together. Occasionally, school provided the outsider lecture for the students to develop their knowledge and skills. Some parents are willing to help the school's need. There is a large compound and the school environment is safe and clean. So students can play in their free time. The school provided a shop in the school compound for the security of the students. When they are free, they can go and buy some fresh and clean foods and snacks from the school shop.

Every month the school director and teachers have a meeting and discussed the process of teaching including strength and weakness of the students. They shared their experience in the meeting and gave advice to each other, especially, how to manage the class, how to prepare the lesson plan effectively.

The students and teacher were very friendly and respect each other. Every Friday they have activities in the last section. All the students play together in the school compound and making lots of enjoyable before they go home. Students have fun in this time because they feel relaxing and they can build a good relationship each other by doing this activity.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explained the research design, population and sample, research instrument, data collection, data analysis and the summary of the research process.

Research Design

This research was a quantitative correlational study and the objectives were to determine the motivation and students' perceived parental encouragement in learning English as a foreign language. Descriptive statistics means, and standard deviations were used for Objectives 1 to 3, while multiple correlation coefficients were used for Objective 4.

Population

The population of this study was 157 students from Grades 6-8 studying at St. John’s Private School during the academic year of 2018-2019.

Sample

The target groups were Grades 6 to 8 students at St. John’s Private School, Pathein, Myanmar as shown in Table 1. The research used a sample population method for this study.
Table 1

*Number of Students for Grade 6 to 8 at St. John’s Private School*

<table>
<thead>
<tr>
<th>Grade levels</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>65</td>
</tr>
<tr>
<td>Grade 7</td>
<td>44</td>
</tr>
<tr>
<td>Grade 8</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>157</strong></td>
</tr>
</tbody>
</table>

The sample was used 157 participated students from Grades 6-8 studying at St. John’s Private School during the academic year of 2018-2019. The researcher used all the students in Grades 6 to 8.

**Research Instrument**

There were two research instruments were used in this study were motivation and perceived parental encouragement in learning English as a foreign language questionnaire (see Appendix A), and the English achievement test for Grades 6 to 8 students at St. John’s Private School, Pathein, Myanmar (see Appendix D).

**Motivation and Students’ Perceived Parental Encouragement in Learning English as a Foreign language Questionnaire**

These items were excerpted from Gardner’s AMTB International Version (Gardner, 2004). It measures the levels of students’ regard to their: (1) motivational intensity, (2) desire to learn, (3) attitudes toward learning English, and (4) perceived parental encouragement.
The AMTB is a research instrument that was created precisely for the socio-educational model of second language acquisition that measures the major affective variables and subscales of the model (Gardner, 2005). This study applied four indicator scales with a total of 38 items. Table 2 illustrates which item measures, which subscale respectively.

Table 2

AMTB Subscales and Items in the Questionnaires

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Motivational intensity</th>
<th>Desire to learn English</th>
<th>Attitudes towards learning English</th>
<th>Students’ perceived parental encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items</td>
<td>(Positively- worded)</td>
<td>(Positively- worded)</td>
<td>(Negatively- worded)</td>
<td>(Negatively worded)</td>
</tr>
<tr>
<td>13,33,56,77,96</td>
<td>9,29,51,73,92</td>
<td>6,26,47,70,90</td>
<td>2, 22,43,48,</td>
<td></td>
</tr>
<tr>
<td>3,23,44,67,87</td>
<td>17,37,61,81,99</td>
<td>8,38,62, 82, 100</td>
<td>57,66,86,103</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

The motivation and perceived parental encouragement in learning English as a foreign language questionnaire uses a 6-point Likert scale with 1 (strongly disagree) representing the lowest score and 7 (strongly agree) with the highest score. Except perceived parental encouragement the other subscales have both positively and negatively worded items. Reverse coding was used for the negatively worded items. Table 3 illustrates the value of the response anchors for both positively and negatively worded items.
Table 3

*Score for Positive and Negative Worded Items*

<table>
<thead>
<tr>
<th>Choice scores</th>
<th>Response anchor 1</th>
<th>Response anchor 2</th>
<th>Response anchor 3</th>
<th>Response anchor 4</th>
<th>Response anchor 5</th>
<th>Response anchor 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positively-worded</td>
<td>Strongly disagree</td>
<td>Moderately disagree</td>
<td>Slightly disagree</td>
<td>Slightly agree</td>
<td>Moderately agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Negatively-worded</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* From Gardner (2010, p.130).

There is no scoring value of 4. The reason for this is to have a clear-cut and easier representation of the scores with a 6-point Likert scale (Gardner, 2010). The items produce high scores for students who have high levels of the attribute in question and produce low scores for students who have low levels of the attribute in question. The ranges of the scores are from 1-7, with a maximum score of seven. (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 5 = *slightly agree*, 6 = *moderately agree*, and 7 = *strongly agree*). The interpretations of the scores were shown in Table 4. All the subscales used in this study have both positively and negatively worded items, thus, reverse coding was used for the negatively worded items.

Table 4 demonstrates the interpretation of the scores of motivational intensity, desire to learn English, attitudes toward learning and perceived parental encouragement. The interpretations of results are as follows:
Table 4

Interpretation of the Scores of Motivational Intensity, Desire to Learn English, Attitudes toward Learning English and Perceived Parental Encouragement

<table>
<thead>
<tr>
<th>Mean score</th>
<th>Likert choice</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.01-7.00</td>
<td>Strongly agree</td>
<td>Very high</td>
</tr>
<tr>
<td>5.01-6.00</td>
<td>Moderately agree</td>
<td>High</td>
</tr>
<tr>
<td>4.00-5.00</td>
<td>Slightly agree</td>
<td>Slightly high</td>
</tr>
<tr>
<td>3.00-3.99</td>
<td>Slightly disagree</td>
<td>Slightly low</td>
</tr>
<tr>
<td>2.00-2.99</td>
<td>Moderately disagree</td>
<td>Low</td>
</tr>
<tr>
<td>1.00-1.99</td>
<td>Strongly disagree</td>
<td>Very low</td>
</tr>
</tbody>
</table>

Note. Adapted from Gardner (2010, p130).

Validity and Reliability of the Motivation and Students’ Perceived Parental Encouragement in Learning English Questionnaire

The AMTB has been widely used by many researchers examining the affective factors of second language acquisition. The validity and reliability of Gardner’s AMTB are well established and it has been using for quantitative studies (Gardner & Lambert, 1972). Initial usage of Gardner’s AMTB was with Canadian students in Grades 7-11 learning French as a second language. It was reported that internal consistency reliability of the majority of the scales for the 32 samples was acceptable Gardner (1985b). Table 4 illustrates the internal reliabilities of the subscales used in previous findings and current findings in this study.
Table 5

*Cronbach’s Alpha Value of Previous and this Study of Finding Using AMTB*

<table>
<thead>
<tr>
<th>Subscales</th>
<th>No. of items for each subscale</th>
<th>Gardner (2010) (Japan research)</th>
<th>Gardner (2010) (Brazil research)</th>
<th>This study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational Intensity</td>
<td>10</td>
<td>.79</td>
<td>.75</td>
<td>.71</td>
</tr>
<tr>
<td>Desire to learn English</td>
<td>10</td>
<td>.90</td>
<td>.86</td>
<td>.76</td>
</tr>
<tr>
<td>Attitudes toward learning</td>
<td>10</td>
<td>.93</td>
<td>.91</td>
<td>.80</td>
</tr>
<tr>
<td>Perceived parental Encouragement</td>
<td>8</td>
<td>.89</td>
<td>.80</td>
<td>.80</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>.80</td>
</tr>
</tbody>
</table>

In Table 5, the third column was Gardner (2010, p. 163), internal consistency reliability for the secondary student in “Gardner, 2010 (Japan research)”. The fourth column showed the reliability results from the Research from “Gardner, 2010 (Brazil research)”.

The reliability test has shown acceptable and good Cronbach’s alpha values. In the first reliabilities, attitudes toward learning English gained the highest value of .93 while motivational intensity received the lowest reliability score of .79 (Gardner, 2010).

From this study, the total of Cronbach’s alpha was .80, which is interpreted as good in reliability.

For the validity of translation, the researcher used back-to-back translation method. In order to check, approve, and validate the accuracy of the translation, the researcher requested to one professor who is teaching at Pathein University, and another one is a principal who takes responsibilities at St. John’s Private School. The approval forms are attached in Appendix C.
Test for Students’ English Achievement

Firstly, the researcher discussed with homeroom teachers from Grades 6 to 8 to conduct this English achievement test. After that, the researcher requested an English teacher, who has experiences in teaching for 20 years and she is currently teaching at St. John’s Private School, to develop the English achievement test. For the validity and reliability of achievement test, the principal provided a test for Grades 6 to 8 students. And also Grade 6, 7, and 8 teachers approved that test (see Appendix C). In correction part, the researcher, principal and Grades 6 to 8 homeroom teachers checked 157 students’ answer paper for their English achievement test.

The score for the test ranged from “A”, highest level, to “D”, lower level. If students get between 80 and 100 marks in the test, they got “A”. In contrast, if students’ mark is lower than 39, they fail the test. It was the grading system in St. John Private School English test. Table 6, shows the interpretation of the grading system at St. John’s Private School, Pathein, Myanmar.

Table 6

<table>
<thead>
<tr>
<th>Grading</th>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>80-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>60-79</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>40-59</td>
<td>Moderate</td>
</tr>
<tr>
<td>D</td>
<td>0-39</td>
<td>Fail</td>
</tr>
</tbody>
</table>

The researcher requested permission from the principal of St. John’s Private School, Pathein, Myanmar. Then, the questionnaire was distributed to all the teachers at the school in
July. The data collection process was completed by the end of July 2018. Table 7 describes the details plan for data collection process.

**Collection of Data**

The researcher requested permission from the principal of St. John’s Private School, Pathein, Myanmar. Then, the questionnaire was distributed to all the teachers at the school in July. The data collection process was completed by the end of July 2018. Table 7 describes the details plan for data collection process.

Table 7

<table>
<thead>
<tr>
<th>Date</th>
<th>Data collection process</th>
</tr>
</thead>
<tbody>
<tr>
<td>19\textsuperscript{th} January 2018</td>
<td>Request for permission from the head of academics for data collection</td>
</tr>
<tr>
<td>19\textsuperscript{th} June 2018</td>
<td>Proposal defense</td>
</tr>
<tr>
<td>11\textsuperscript{th} July 2018</td>
<td>Data collection for Grade 6</td>
</tr>
<tr>
<td>12\textsuperscript{th} July 2018</td>
<td>Data collection for Grade 7</td>
</tr>
<tr>
<td>13\textsuperscript{th} July 2018</td>
<td>Data collection for Grade 8</td>
</tr>
<tr>
<td>27\textsuperscript{th} July 2018</td>
<td>Data collection for English achievement of students in Grades 6-8.</td>
</tr>
</tbody>
</table>
Data Analysis

The following statistical tests were used to analyze the data from the questionnaires after data collection.

In order to address Research Objective 1, means and standard deviations were used to determine the levels of motivation in learning English as a foreign language of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar.

In order to address Research Objective 2, means and standard deviations were used to determine students’ perceived parental encouragement in learning English as a foreign language of Grades 6-8 students at St John’s Private School, Pathein, Myanmar.

In order to address Research Objective 3, means and standard deviations were used to determine the level of English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar.

In order to address Research Objective 4, Pearson correlation coefficient was used to determine if there was a significant relationship between motivation and perceived parental encouragement with English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar.
Summary of the Research Process

The research process of this study was summarized in Table 8.

Table 8

<table>
<thead>
<tr>
<th>Research objectives</th>
<th>Source of data</th>
<th>Research instruments</th>
<th>Data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To determine the level of motivation in learning English as a foreign language at St. John’s Private School, Pathein, Myanmar</td>
<td>A sample of 157 students, Grades 6-8 learning at St. John’s Private School, Pathein, Myanmar</td>
<td>Motivation and students’ perceived parental encouragement in learning English as a foreign language questionnaire</td>
<td>Means and standard deviations</td>
</tr>
<tr>
<td>1.1 To determine the level of Grades 6-8 students’ motivational intensity for learning English as a foreign language at St. John’s Private School, Pathein, Myanmar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 To determine the level of Grades 6-8 students’ desire to learn English for learning English as a foreign language at St. John’s Private School, Pathein, Myanmar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>Research objectives</th>
<th>Source of data</th>
<th>Research instruments</th>
<th>Data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 To determine the level of Grades 6-8 students’ attitudes toward learning English for learning English as a foreign language at St. John’s Private School, Pathein, Myanmar</td>
<td>A sample of 157 students, Grades 6-8 learning at St. John’s Private School</td>
<td>Motivation and students’ perceived parental encouragement in learning English as a foreign language questionnaire</td>
<td>Means and standard deviations</td>
</tr>
<tr>
<td>2. To determine the level of students’ perceived parental encouragement in learning English as a foreign language of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar</td>
<td>A sample of 157 students, Grades 6-8 learning at St. John’s Private School</td>
<td>Motivation and students’ perceived parental encouragement in learning English as a foreign language questionnaire</td>
<td>Means and standard deviations</td>
</tr>
</tbody>
</table>
**Research objectives** | **Source of data** | **Research instruments** | **Data analysis**
--- | --- | --- | ---
3. To determine the level of English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar | A sample of 157 students, Grades 6-8 learning at St. John’s Private School | English achievement test | Means and standard deviations
4. To determine if there is a significant relationship of motivation and students’ perceived parental encouragement with English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar | A sample of 157 students, Grades 6-8 learning at St. John’s Private School | Motivation and students’ perceived parental encouragement in learning English skills questionnaire and English achievement test | Pearson correlation coefficient
CHAPTER IV

RESEARCH FINDINGS

In the previous chapter, the researcher discussed the methodology that used in this research. In this chapter, the researcher explained the findings of the research objectives.

Findings

Presented below are the findings of the Research Objective 1 to 4.

Research Finding for Objective 1

The first Research Objective was to determine the level of motivation in learning English as a foreign language of Grades 6 to 8 students at St. John’s Private School, Pathein, Myanmar. In order to focus the Research Objective 1, the following Tables (9,10,11,12) showed the finding for the three subscales in motivation in learning English as a foreign language skills questionnaire. There are 30 items in the questionnaire including positive and negative items with 6-point Likert scale, and score within the range of 1.00-1.99 interpreted (very low), score range of 2.00-2.99 interpreted (low), score range of 3.00-3.99 interpreted (slightly low), score range of 4.00-5.00 interpreted (slightly high), score range of 5.01-6.00 interpreted (high), and score range of 6.01-7.00 interpreted (very high).

For Objective 1, there were three subscales, motivational intensity, desire to learn English, and attitudes toward learning English. Tables 9, 10, 11 displayed mean scores, standard deviations, and interpretation for motivational intensity, desire to learn English, and attitudes toward learning English subscales. Table 12 showed the average mean scores of motivation in learning English.
Table 9

Interpretation of Mean ($M$) and Standard Deviation ($SD$) for Motivational Intensity Subscale Items

<table>
<thead>
<tr>
<th>Item No</th>
<th>Item statement of Motivational Intensity</th>
<th>$M$</th>
<th>$SD$</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Positively-worded items</td>
<td>I make a point of trying to understand all the English I see and hear</td>
<td>6.25</td>
<td>.97</td>
<td>Very high</td>
</tr>
<tr>
<td>2</td>
<td>I keep up to date with English by working on it almost every day</td>
<td>4.70</td>
<td>1.71</td>
<td>Slightly high</td>
</tr>
<tr>
<td>3</td>
<td>When I have a problem understanding something in English class, I always ask the teacher for help</td>
<td>5.74</td>
<td>1.38</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>I really work hard to learn English</td>
<td>6.08</td>
<td>1.27</td>
<td>Very high</td>
</tr>
<tr>
<td>5</td>
<td>When I am studying English, I ignore distractions and pay attention to my task</td>
<td>5.46</td>
<td>1.41</td>
<td>High</td>
</tr>
<tr>
<td>6 Negatively-worded items</td>
<td>I do not pay attention to the feedback I receive in my English class</td>
<td>5.72</td>
<td>1.64</td>
<td>High</td>
</tr>
<tr>
<td>7</td>
<td>I do not bother checking my assignment when I get them back from my English teacher</td>
<td>5.87</td>
<td>1.60</td>
<td>High</td>
</tr>
<tr>
<td>8</td>
<td>I put off my English homework as much as possible</td>
<td>5.19</td>
<td>2.11</td>
<td>High</td>
</tr>
<tr>
<td>9</td>
<td>I tend to give up and not pay attention when I do not understand my English teacher’s explanation of something</td>
<td>6.01</td>
<td>1.62</td>
<td>Very high</td>
</tr>
<tr>
<td>10</td>
<td>I cannot trying to understand the more complex aspects of English</td>
<td>6.24</td>
<td>1.29</td>
<td>Very high</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td>5.73</td>
<td>1.53</td>
<td>High</td>
</tr>
</tbody>
</table>
From Table 9, it could be seen that the motivational intensity subscale was high with a mean score of 5.73 overall. Items 1 and 4 were very high mean scores, as mean scores were between 6.08 and 6.24 according to the interpretation. In negatively worded Items 9 and 10, the mean score shows very high motivational intensity. For Items 2, 3, 5, 6, 7, and 8, mean scores were shown high motivational intensity.

Table 10

*Interpretation of Means (M) and Standard Deviations (SD) for Desire to Learn English Subscale Items*

<table>
<thead>
<tr>
<th>Item No</th>
<th>Item statement of Desire to Learn English</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positively-worded items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I have a strong desire to know all aspects of English</td>
<td>6.06</td>
<td>1.33</td>
<td>Very high</td>
</tr>
<tr>
<td>12</td>
<td>If it were up to me, I would spend all of my time learning English</td>
<td>4.21</td>
<td>2.10</td>
<td>Slightly high</td>
</tr>
<tr>
<td>13</td>
<td>I want to learn English so well that it will become natural to me</td>
<td>6.39</td>
<td>1.13</td>
<td>Very high</td>
</tr>
<tr>
<td>14</td>
<td>I would like to learn as much English as possible</td>
<td>6.41</td>
<td>.90</td>
<td>Very high</td>
</tr>
<tr>
<td>15</td>
<td>I wish I were fluent in English</td>
<td>6.61</td>
<td>.81</td>
<td>Very high</td>
</tr>
<tr>
<td>Negatively-worded items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Knowing English isn’t really an important goal in my life</td>
<td>6.38</td>
<td>1.40</td>
<td>Very high</td>
</tr>
<tr>
<td>17</td>
<td>I sometimes daydream about dropping English</td>
<td>5.70</td>
<td>1.76</td>
<td>High</td>
</tr>
</tbody>
</table>
According to Table 10, overall students’ desire to learn English was very high mean scores of 6.14 according to the interpretation. For Item 12, students were slightly high mean score of 4.21 out of ten items, and Item 17 was students were high mean score of 5.70. For the rest items were students’ desire to learn English in very high mean scores. It could be seen that students from St. John’s Private School have high motivation for learning the subscale, desire to learn English.

<table>
<thead>
<tr>
<th>Item No</th>
<th>Item statement of Desire to Learn English</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negatively-worded items</td>
<td>18 I’m losing my desire I ever had to know English</td>
<td>6.67</td>
<td>.86</td>
<td>Very high</td>
</tr>
<tr>
<td>19 To be honest, I really have no desire to learn English</td>
<td>6.54</td>
<td>1.16</td>
<td>Very high</td>
<td></td>
</tr>
<tr>
<td>20 I haven’t any great wish to learn more than the basics of English</td>
<td>6.38</td>
<td>1.30</td>
<td>Very high</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>6.14</td>
<td>1.33</td>
<td>Very high</td>
<td></td>
</tr>
</tbody>
</table>
Table 11

Interpretation of Means (M) and Standard Deviations (SD) for Attitudes toward Learning English Subscale Items

<table>
<thead>
<tr>
<th>Item No</th>
<th>Item statement of Attitudes toward Learning English</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Learning English is really great</td>
<td>6.30</td>
<td>1.20</td>
<td>Very high</td>
</tr>
<tr>
<td>22</td>
<td>I really enjoy learning English</td>
<td>6.29</td>
<td>1.14</td>
<td>Very high</td>
</tr>
<tr>
<td>23</td>
<td>English is a very important part of the school program</td>
<td>6.42</td>
<td>1.03</td>
<td>Very high</td>
</tr>
<tr>
<td>24</td>
<td>I plan to learn as much English as possible</td>
<td>6.18</td>
<td>1.25</td>
<td>Very high</td>
</tr>
<tr>
<td>25</td>
<td>I love learning English</td>
<td>5.95</td>
<td>1.30</td>
<td>High</td>
</tr>
<tr>
<td>26</td>
<td>I hate English</td>
<td>6.58</td>
<td>1.95</td>
<td>Very high</td>
</tr>
<tr>
<td>27</td>
<td>I would rather spend my time on subjects other than English</td>
<td>4.96</td>
<td>1.79</td>
<td>Slightly high</td>
</tr>
<tr>
<td>28</td>
<td>Learning English is waste of time</td>
<td>6.67</td>
<td>1.83</td>
<td>Very high</td>
</tr>
<tr>
<td>29</td>
<td>I think that learning English is dull</td>
<td>6.31</td>
<td>1.26</td>
<td>Very high</td>
</tr>
<tr>
<td>30</td>
<td>When I leave school, I will give up the study of English because I am not interested in it</td>
<td>6.59</td>
<td>.93</td>
<td>Very high</td>
</tr>
</tbody>
</table>

Overall                                      | 6.23  | 1.19 | Very high      |
As Table 11 demonstrated all the subscale items were interpreted with very high mean scores of 6.26, and most students were very high motivation in attitudes toward learning English. Moreover, Item 25 was high mean scores of 5.95 out of 10 Items. For Item 27 was slightly high mean scores of 4.96. Thus, it could be assumed that Grades 6 to 8 students in St. John Private School have a positive attitude in learning English based on the result of data.

Table 12

*Interpretation of Means (M) and Standard Deviations (SD) for Motivation for learning English Subscales*

<table>
<thead>
<tr>
<th>Subscales of Motivation for learning English</th>
<th>M</th>
<th>SD</th>
<th>Interpretation on Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational Intensity</td>
<td>5.73</td>
<td>1.53</td>
<td>High</td>
</tr>
<tr>
<td>Desire to learn English</td>
<td>6.14</td>
<td>1.33</td>
<td>Very High</td>
</tr>
<tr>
<td>Attitudes toward learning English</td>
<td>6.23</td>
<td>1.19</td>
<td>Very High</td>
</tr>
<tr>
<td>Overall</td>
<td>6.04</td>
<td>1.36</td>
<td>Very High</td>
</tr>
</tbody>
</table>

Table 12 showed the finding of Grades 6-8 students at St. John's Private school had a very high motivation in learning English, because the overall mean score of the questionnaire was 6.04, which was interpreted by very high. The high mean score of motivational intensity was 5.73, desire to learn English mean score was 6.14 which was interpreted by very high, and attitude towards learning English mean score was 6.23, which was interpreted by very high.

In Table 12, it could be seen that students’ motivational intensity was “high level” compared with the desire to learn English and attitude towards learning English. The
interpretation of each item reflected by the overall high degree of motivation between the ranged of 6.01 and 7.00.

**Research Finding for Objective 2**

The second Research Objective was to determine the level of students' perceived parental encouragement in learning English as a Foreign Language of Grades 6 to 8 students at St. John’s Private School, Pathein, Myanmar.

The following table showed the finding for students’ perceived parental encouragement in learning English skills questionnaire. For Objective 2, there would be 8 Items from parental encouragement subscale. Table 13 demonstrates mean scores, standard deviations, and interpretation for parental encouragement subscales.

Table 13

*Interpretation of Means (M) and Standard Deviations (SD) for Parental Encouragement Subscale Items*

<table>
<thead>
<tr>
<th>Item No</th>
<th>Item statement of parental encouragement</th>
<th>$M$</th>
<th>$SD$</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>My parents try to help me to learn English</td>
<td>6.42</td>
<td>1.04</td>
<td>Very high</td>
</tr>
<tr>
<td>32</td>
<td>My parents feel that it is very important for me to learn English</td>
<td>6.54</td>
<td>0.85</td>
<td>Very high</td>
</tr>
<tr>
<td>33</td>
<td>My parents feel that I should continue studying English all through school</td>
<td>6.31</td>
<td>1.19</td>
<td>Very high</td>
</tr>
<tr>
<td>34</td>
<td>My parents have stressed the important English will have for me when I leave school</td>
<td>5.97</td>
<td>1.45</td>
<td>High</td>
</tr>
<tr>
<td>35</td>
<td>My parents urged me to seek help from my teacher if I am having problems with my English</td>
<td>6.42</td>
<td>1.19</td>
<td>Very high</td>
</tr>
<tr>
<td>36</td>
<td>My parents are very interested in everything I do in my English class</td>
<td>5.82</td>
<td>1.54</td>
<td>High</td>
</tr>
</tbody>
</table>

(continued)
According to Table 13, most of the students' perceived parental encouragement was very high mean scores. Among the students' perceived parental encouragement, Items 34 and 36 mean scores of 5.97 and 5.82 were lower than out of eight items. To sum up, Grades 6-8 students' perceived parental encouragement of learning English as a foreign language was a very high level of the mean score of 6.25.

### Research Finding for Objective 3

The third Research Objective was to determine the level of English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar.

English achievement was used from the monthly test of Grades 6-8 students’ writing test (see Appendix D). To interpret the level of achievement, the table of St. John’s students' English achievement was used (see Table 6). According to the interpretation of the test score, it divided four parts, excellent, good, moderate and fail. Table 14 demonstrates the means and standard deviations of student achievement test respectively.
Table 14 demonstrates the level of English achievement of students’ mean scores level was 70.28 which is interpreted as good. In an overall look, Grades 6-8 students’ English achievement mean score at St. John’s Private School were at a high level.

Research Finding for Objective 4

The fourth Research Objective was to determine if there is a significant relationship between motivation and perceived parental encouragement with English achievement at St. John’s Private School at Pathein, Myanmar. In order to address Research Objective 4, the statistical hypothesis was using three variables in this study.

To address this objective was to calculate bivariate correlations between motivations for learning English, students’ perceived parental encouragement, and students’ English achievement test score at St. John’s Private School, Pathein, Myanmar.

Table 15 below indicates the bivariate correlation between motivations for learning English, students’ perceived parental encouragement, and students’ English achievement test score of St. John’s Private School, Pathein, Myanmar.
Table 15

*Bivariate Correlations Between Grades 6-8 Students’ Motivation, Perceived Parental Encouragement and English Achievement at St. John’s Private School*

<table>
<thead>
<tr>
<th>Variables</th>
<th>English Achievement</th>
<th>Motivation</th>
<th>Parental Encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Achievement</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Motivation</td>
<td>0.301**</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Perceived Parental Encouragement</td>
<td>-0.011</td>
<td>0.433**</td>
<td>-</td>
</tr>
</tbody>
</table>

*p < .001.*

Note. **All the bivariate correlation coefficients are significant at the .05 level (2-tailed), p<.001.

The results of following the individual relationship between the variables are as follow:

The bivariate correlations among the three variables in this study (motivation for learning English and English achievement, motivation for learning English and perceived parental encouragement, and English achievement and perceived parental encouragement), show that Grades 6-8 students’ motivation and English achievement were weakly correlated *(r = 0.30, p < .001)* as a significance level of .05. The coefficient of determination *(r^2)* for these variables is .09, which indicates that 9% of the variance in the English achievement could be accounted for motivation for learning English.

Similarly, motivation and students’ perceived parental encouragement were moderately strong correlated *(r = 0.43, p < .001)* as a significance level of .05. The coefficient of determination *(r^2)* for these variables is .18, which indicates that 18% of the variance of
Grades 6-8 students’ perceived parental encouragement could be accounted for by their motivation for learning English.

However, Grades 6-8 students’ perceived parental encouragement did not have a significant relationship with English achievement and it was negatively correlated, \( r = -0.11, p = .89 \). Since only one of the independent variables correlated significantly with the independent variable, further calculation of the multiple correlation coefficients was not needed.

The study’s research hypothesis was that there is a relationship of motivation and students’ perceived parental encouragement with English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar at a significance level of .05. Table 15 shows the independent variable motivation had a significant relationship with the dependent variable students' English achievement, but there is no significant relationship between independent variable perceived parental encouragement and the dependent variable students’ English achievement.
CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

In the previous chapter, the findings of Grades 6-8 students at St. John’s Private School’s motivation, perceived parental encouragement, and English achievement and their relationship with each other were reported. In this chapter, the researcher discussed about the summary of the findings, conclusions, discussions and recommendations were respectively.

Summary of the Study

The study was designed to determine if there is a relationship between motivation and perceived parental encouragement with English achievement of Grades 6-8 students at St. John’s Private School at Pathein, Myanmar at the significance level of .05.

This research studied the level of St. John’s Private School, Grades 6-8 (2018-2019 academic year) students’ motivation, perceived parental encouragement, and English achievement as well as their relationship each other, and to address four objectives and one hypothesis. The following research objectives were addressed in this study:

1. To determine the level of motivation for learning English as a foreign language of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar.
1.1 To determine the level of Grades 6-8 students’ motivational intensity for learning English as a foreign language at St. John’s Private School, Pathein, Myanmar.
1.2 To determine the level of Grades 6-8 students’ desire to learn English for
learning English as a foreign language at St. John's Private School, Pathein, Myanmar.

1.3 To determine the level of Grades 6-8 students’ attitudes toward learning English for learning English as a foreign language at St. John’s Private School, Pathein, Myanmar.

2. To determine the level of students’ perceived parental encouragement for learning English as a foreign language of Grades 6-8 students at St John’s Private School, Pathein, Myanmar.

3. To determine the level of English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar.

4. To determine if there is a significant relationship between motivation and perceived parental encouragement with English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar.

The research instrument was the international version of Gardner’s Attitude/Motivation Test Battery (Gardner, 2004). The questionnaire consisted of 38 items categorized in four scales namely: motivational intensity (10 items), desire to learn English (10 items), attitudes toward learning English (10 items) and perceived parental encouragement (8 items). These measured the students’ level of motivation and perceived parental encouragement in learning English. All 38 items in the questionnaire used a 6-point Likert scale. To determine the level of English achievement, students’ monthly test score was used. The questionnaire also included demographic items, gender, and grade level.

It was a quantitative correlation and descriptive statistics. Objective 1, 2, and 3 were addressed by calculated at means, and standard deviations. For Objective 4, Pearson correlation coefficient was calculated.
Summary of the Findings

This section states the findings attained from the data collection and analysis. Findings are arranged by research objectives.

Research Objective 1

Regarding the Research Objective 1, the overall mean scores of students’ motivation for learning English as a foreign language were interpreted as very high. The mean scores for individual subscales; motivational intensity was high, and desire to learn English and attitudes toward learning English were very high.

Research Objective 2

Regarding the Research Objective 2, the overall mean scores of students’ perceived parental encouragement for learning English as a foreign language was very high.

Research Objective 3

Regarding the Research Objective 3, the mean scores of students’ English achievement were high, and which is interpreted as good.

Research Objective 4

Regarding the Research Objective 4, to address this objective, the statistical hypothesis was using three variables in this study. To find the bivariate correlations between motivations for learning English, students’ perceived parental encouragement, and students’ English achievement test score.

In these findings, the independent variable motivation for learning English had a positively significant relationship with the dependent variable students’ English achievement, and the independent variables of motivation for learning English and perceived parental encouragement also had a positively significant relationship as well. But there was negatively significant relationship between independent variable perceived parental encouragement and the dependent variable students’ English achievement.
Conclusions

The first Objective of the research study was to determine the level of motivation for learning English as a foreign language of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar. This study found that over Grades 6-8 students has a very high level of motivation in learning English as a foreign language.

Amongst the motivation subscales, attitudes toward learning English and desire to learn English ranked with very high mean score followed motivational intensity ranked high mean score. From this finding, to conclude that motivation was not the main problem for the students at St. John’s Private School, Pathein, Myanmar.

The second Objective was to determine the level of students’ perceived parental encouragement for learning English as a foreign language of Grades 6-8 students at St John’s Private School, Pathein, Myanmar. It was found that the respondents of parental encouragement mean score were very high. They mostly received parental encouragement through verbal support and the reminder from parents that English is to continue to learn for their life. Most parents encourage their children to study English and noticed that also important for their children. Another factor may be St. John’s Private School, parents trust the teachers’ ability to teach their children.

The third Research Objective was to determine the level of English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar. It was pointed out the level of students’ English achievement in the monthly test was good and its appropriate the level.

The fourth Objective was to determine if there is a significant relationship between motivation and perceived parental encouragement with English achievement of Grades 6-8 students at St. John’s Private School, Pathein, Myanmar. It revealed students’ motivation for
learning English were positive significant with English achievement and perceived parental encouragement. However, Grades 6-8 students’ perceived parental encouragement did not have a significant with English achievement.

Discussion

The following section presents a discussion of research finding of this study, which are related to the result there is a relationship between students’ motivation and perceived parental encouragement and their English achievement.

Motivation for Learning English and English Achievement

The findings demonstrated that Grades 6-8 students at St. John’s Private School had a high level of motivation in learning English. The findings revealed that students motivation was related to their English achievement.

Motivation affects individual students’ achievements, different abilities, various attitudes and their characteristics (Gardner, 2010). The findings of Gardner and Lambert (1959) suggested that Integrative motivation was better than instrumental motivation in leading to enhance achievement in learning a second language. In addition, the level of achievement could be most really predicted by the internal and external motivation of the learners by observing the output of the effort and time needed to control the target language, although people have different reasons for learning languages (Gardner, 1985a). It was found that in St. John’s Private School, students’ motivation for learning English was interrelated with their English achievement.

One of the findings pointed that students had high motivational intensity in learning English. The students at St. John's Private School seemed to work hard and effort on their
motivation in language learning. Gardner and Lambert, (1972), Makrami (2010) and Scovel (2001), discovered that instrumental orientation defines the desire to learn a language for practical, educational, professional or for the benefits of the higher salary or to improve their one's work position. Gardner (1985a) said that a motivated student is one who wanted to achieve the specific goal. She or he would be ready to do hard work to achieve the goal and would fulfill the process of achieving the goal.

Another finding in current research also showed that students' desire in learning English was in a higher level of motivation, and it was shown that students different significant based on their motivation. According to studies, English was an important role, and become necessary in business around the world (Oxford Royale Academy, 2014). Additionally, students who specialized in English and the faculty have more opportunities to receive training abroad (Paw, 2015). Students at St. John's Private School had a strong desire to learn English and they tried to reach their English achievement. According to Dörnyei and Otto (1998), motivation could be described as the dynamic changing of individual desires and wishes, which was recommended to act effectively in learning.

Another factor showed highly motivated in learning English that attitude toward learning English. Students' attitude involved feelings, values, beliefs, and disposition to perform a certain way. In this study, the researcher found that students' attitude towards learning English was in a very high level of motivation. According to the researcher's observation, students at St. John's Private School are willing to learn the English language, because they love to do some performances and enjoy activities in the English class. When teacher practiced reading test, they looked very active and ready to practice on the stage. The researcher expected that by preparing the lesson-plan and creating more activities in the classroom, the learning approach might be a huge impact on students' interest in learning.
Motivation for Learning English and Perceived Parental Encouragement

The findings revealed that Grades 6-8 students at St. John’s Private School had a high level of motivation for learning English and perceived parental encouragement. The finding was consistent with Bindu and Aruna (2014), found that students who received high perceived parental encouragement were higher motivation than students who received low perceived parental encouragement. Furthermore, the researchers had found that parents play an important role in the need for higher achievement of their children. He continued that parental encouragement was a significant and important predictor of achievement motivation of higher secondary students. Similarly, Lungley and Lynch (2017) found that there was a positive relationship between motivation and academic achievement at Grades 6-8 students at Bangkok Christian International School. They mentioned that increasing motivation for students self-selected English was correlated with their academic achievement.

Previous studies have also supported the same assumption. Gonzalez-DeHass, Willems, and Holbein (2005) claimed that children’s academic motivation and achievement increased when parents get involved. This also enhanced the students’ achievement, learning, competence, and understanding of a subject area. In Gardner's socio-educational model, it was proposed that parental encouragement was an additional variable that influences language achievement for scenarios wherein younger age populations were in the study (Gardner, 2009).

Researchers found that parental involvement has many helpful effects on students other than academics, including increased motivation, which may lead to academic success nevertheless of economic background. Likewise, the researchers confirmed that insufficient or no parental involvement gives low students’ achievement and engagement (Bower &
According to this finding, students' motivation for learning English and perceived parental encouragement was a significant and positive relationship with each other. Some students reported, "My parents encourage me to practice my English as much as possible", and "My parents think I should devote more times to study English". By representing that perceived parental encouragement was inspired to their children to study hard, and supported them not only the physical but also mental needs.

**Perceived Parental Encouragement and English Achievement**

English achievement was measured by a monthly test in St. John's students' English test scores. The finding of the current study showed that Grades 6-8 students' English achievement mean score at St. John Private School was at a high level. Pearson correlation coefficient was done to analyze if there was a significant between perceived parental encouragement and English achievement. The finding indicated that perceived parental encouragement did not have a significant with English achievement.

However, according to Griffith (1996) studied how the parental interest and parent empowerment are connected to students' achievement. In another study by Wentzel (1998), perceived parental support was the only type of encouragement that leads to the students' academic goal orientation. According to Lakshmi and Arora (2006), parental acceptance and encouragement were definitely linked with academic success and capability. Conversely, psychological and behavioral showed a negative relationship with academic success and competence in parental control. They proved that parents who were supposed as being more acceptant and using less restrictive and hostile mental control have their adolescents with higher academic success and skill.

A study done by Jingji and Lynch (2017) reported that parental encouragement for students' learning was related to academic achievement for primary 5 and 6 students at an international school in Bangkok. The testing of the hypothesis showed the significant
relationship between students' perception of parental encouragement and their Mandarin academic achievement. Parents' encouragement was linked with their children academic achievement.

The finding of the current study found that perceived parental encouragement and English achievement were unrelated and it was the negative relationship. The researcher assumed that 50% of students at St. John's Private School came from villages and they stayed at girl boarding house and boy boarding house. Some hired a house and stayed together with their friends. For that reason, perceived parental encouragement was not related to their English achievement. Another reason was even though students, who stayed with their parents, they did not get parental support at home. Parents were relying on their children to guide teacher, who always assist their child's homework in the house, and they gave lots of money to the teacher. They emphasized their business instead of giving a time to their kids.

Recommendations

Regarding the current research finding, the researcher would like to give some recommends for students, teachers, parents, and future researchers.

Recommendations for Students

According to the research of the study would lead to students know such kind of motivation for their learning English, perceived parental encouragement, and English achievement as well. They receive any positive changes and improvements from this study. And also different kinds of learning methods, and parents' behavior will affect and influence in their learning. They will be able to know their strength and weakness then they will able to make a change to improve in learning as a foreign language.
Recommendations for Parents

According to the result of the study, the researcher found that the eight questions for perceived parental encouragement were at a high level. It showed that parents must pay attention to their children when they are learning the second language in class, such as asking children about the school, reviewing homework, motivate and enhance a child’s behavior. Students received parental support through verbal encouragement is the importance of learning English in today's society. As parents, not only need to involve their children also needs to encourage learning. Each child needs to experience their parents and teachers concern for their educational well-being. By parents' guiding and encouraging, it is support to be a better learner in the future for the children, and they should have open communication with each other. Furthermore, it is recommended for parents should participate in school activities especially teacher-parent conferences.

Recommendations for Teachers

To improve and maintain students' motivation, the teacher should provide a positive learning environment. It may be like changing book, class activities, curriculum, and classroom environment. Students have differentiation learning, so by creating different activities for the learners, students will enjoy learning and improve their achievement. In Myanmar, the traditional teaching method like Teacher Center should change in the class. The researcher strongly recommends for the teachers, to apply active strategies, such as playing the game, showing movies, the group discussing and presentation those who are related with the lessons, leads to student-center learning, so the teacher will gain much more effective teaching.
Teachers are responsible for their students to give effective guidelines especially in English class, and which way is more attractive to children. Sometimes teacher should give challenges students like telling a story in front of the class and make discussion with their friends about the story. By doing active learning in the class, learning English will become fun for their students.

Recommendations for Future Researchers

This study was quantitative research designed to the relationship between students' motivation, perceived parental encouragement and their achievement in learning English as a foreign language at St. John's Private School, Pathein, Myanmar. The target groups were only Grade 6-8 students in Private School. Based on these research limitations, future researchers were suggested to conduct the students' different level of grades, and the different gender.

The researcher also recommends for future researchers to conduct the study not only in private school but also in the government schools in Myanmar by mixing quantitative and qualitative research designs. In addition, this study was to find students learning EFL and motivation, perceived parental encouragement, and English achievement. The researcher suggested for the future researchers can provide another subjects to find motivation, perceived parental encouragement, and their English achievement.
REFERENCES


Bindu, V., & Aruna, P. K. (2014). Relationship between parental encouragement and process skills in social studies. Journal of Humanities and Social Science, 1(9), 100-104.


APPENDIX A

Motivation and Perceived Parental Encouragement in Learning English Skills Questionnaire

(English Version)
DEAR STUDENTS,

This questionnaire is for educational research purpose only and all individual answers will be kept CONFIDENTIAL. Please tick the alternative that best describes your level of agreement to the statement. There is no right or wrong answer.

Part 1: General Information

Directions: Write your name and then tick the correct answer for the other items.

Name: __________________________

Grade Levels: 6, 7, 8

Male Female

Nationality

Part 2:

Put a check (✓) under the level of your agreement or disagreement with the statements.

Sample Item

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy reading more than writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like to learn English more than other language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO.</td>
<td>Items</td>
<td>Strongly Disagree</td>
<td>Moderately Disagree</td>
<td>Slightly Disagree</td>
<td>Slightly Agree</td>
<td>Moderately Agree</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1.</td>
<td>I make a point of trying to understand all the English I see and hear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I keep up to date with English by working on it almost every day.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>When I have a problem understanding something in my English class, I always ask my teacher for help.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I really work hard to learn English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>When I am studying English, I ignore distractions and pay attention to my task.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I do not pay much attention to the feedback I receive in my English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I do not bother checking my assignments when I get them back from my English teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I put off my English homework as much as possible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I tend to give up and not pay attention when I do not understand my English teacher's explanation of something.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Items</td>
<td>Strongly Disagree</td>
<td>Moderately Disagree</td>
<td>Slightly Disagree</td>
<td>Slightly Agree</td>
<td>Moderately Agree</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>10</td>
<td>I cannot be bothered trying to understand the more complex aspects of English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I have a strong desire to know all aspects of English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>If it were up to me, I would spend all of my time learning English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I want to learn English so well that it will become natural to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I would like to learn as much English as possible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I wish I were fluent in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Knowing English isn't really an important goal in my life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I sometimes daydream about dropping English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I'm losing any desire I ever had to know English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>To be honest, I really have no desire to learn English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I haven’t any great wish to learn more than the basics of English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Learning English is really great.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I really enjoy learning English.</td>
<td></td>
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<td>23</td>
<td>English is a very important part of the school program.</td>
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<td>24</td>
<td>I plan to learn as much English as possible.</td>
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<td>25</td>
<td>I love learning English.</td>
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<td>26</td>
<td>I hate English.</td>
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<td>27</td>
<td>I would rather spend my time on subjects other than English.</td>
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<td>28</td>
<td>Learning English is a waste of time.</td>
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<td>29</td>
<td>I think that learning English is dull.</td>
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<td>30</td>
<td>When I leave school, I will give up the study of English because I am not interested in it.</td>
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<td>31</td>
<td>My parents try to help me to learn English.</td>
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<td>Moderately Agree</td>
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<td>32.</td>
<td>My parents feel that it is important for me to learn English.</td>
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<td>33.</td>
<td>My parents feel that I should continue studying English all through school.</td>
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<td>34.</td>
<td>My parents have stressed the importance English will have for me when I leave school.</td>
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<td>35.</td>
<td>My parents urge me to seek help from my teacher if I am having problem with my English.</td>
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<td>36.</td>
<td>My parents are very interested in everything I do in my English class.</td>
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<td>37.</td>
<td>My parents encourage me to do in my English as much as possible.</td>
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<td>38.</td>
<td>My parents think I should devote more time to study English.</td>
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</table>

Thank you for your participation!
APPENDIX B

Motivation and Perceived Parental Encouragement in Learning English Skills Questionnaire

(Myanmar Version)
ညောင်ပေါ်စံနိုင်ချင်သောအချက်များ

သူ့ကြောင့်မိုးချင်သောကြမ်းများကိုဖော်ပြပေးနေသည်။ Assumption University နှင့် St. John's Private School သည်ဖြစ်သည်။ အထူးသဖြင့် "အုပ်စိုက်ခြင်း" တွင်သုံးပါရှိသည်၊ သူ့ကြောင့်ဖိန်ရှင်းစေပြီး။ အခြားအထောက်အကူအများများစွာ မပြုပြင်ဆောင်ပါသည်။

ကျွန်တော်ကြိုက်ရှင်များကို စိတ်ချောင်းပြုပြင်သောကြမ်းများကို အောက်ပါအတိုင်းဖော်ပြပေးသည်ဟု သောက်သောက်လိုက်ရှိပါသည်။

အောက်ပါအတိုင်းဖော်ပြပေးသည် ဆောင်ရွက်မှုများကို အထူးသဖြင့် သိရှိပါသည်။

(သို့မဟုတ်)
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*Notes: The table contains information in Burmese, including names, codes, and dates.*
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APPENDIX C

Translation Approval Form
To Whom It May Concern

Date 29th, July 2018

This is to certify that the questionnaire in the Burmese version translated by Ms. Nant Marina, who is a student of M.Ed in Curriculum and Instruction at Assumption University in Thailand, has been checked and made necessary correction by Dr. George Ko Ko Naing, who is a lecturer in Psychology Department, Pathein University.

Sincerely,

Dr. George Ko Ko Naing
Lecturer
Department of Psychology
Pathein University

[Signature]
To Whom It May Concern

26th July, 2018

The translation of the questionnaire on the Validity and Reliability of the Motivation and Students Perceived Parental Encouragement in Learning English Skills is clear and all students could understand it. There was no need for clarifications.

Principal
St. John's Private School
37 Mahar Zaydi Road, Pathein

Daw San San Lwin
Principal
To Whom It May Concern

26th July, 2018

This is to certify that the English questions for Grade 6 at St. John's Private High School, Pathein, Myanmar are from their text.

Daw Saw Sa
Grade 6 English Teacher,
St. John's Private High School
Pathein, Myanmar
To Whom It May Concern

26th July, 2018

This is to certify that the English questions for Grade 7 are from the content of their text book.

Daw Rosalind
Grade 7 English Teacher,
St. John’s Private High School
Pathein, Myanmar
To Whom It May Concern

26th July, 2018

This is to certify that the English questions for Grade 8 are up to the standard of the students and inclusive in their text and grammar according to the Myanmar Government curriculum.

Daw Than Than Nwet
Grade 8 English Teacher,
St. John’s Private High School
Pathein, Myanmar
APPENDIX D

English Achievement Test
Once upon a time, there was a king who lived near the forest. One night, while he was sitting by a window reading a book, he heard a nightingale singing in the forest. The bird’s voice was very sweet and it sang beautifully for half an hour.

“What kind of bird is that?” said the king. “It has a very sweet voice, and it sang very beautifully. I must have this bird.” He said to his men.

1. Do the following statements agree with in the text? Write True or False. (5 points)

(a). The king was sitting and reading near a window. a. __________

(b). The king knew what kind of bird is the bird that was sitting in the forest. b. __________

(c). The bird sang for thirty minutes. c. __________

(d). The king lived in a very beautiful palace. d. __________

(e). The bird had the worst voice. e. __________

2. Answer the questions. (10 points)

1. Where did the king live?

2. What did the king hear?

3. Where was the king reading a book?
4. How long did the nightingale sing?

5. Why did the king want the nightingale?

II. Supply the correct form of the verb given in brackets. (15 points)

1. She can (speak) English fluently.
2. Peter is (do) his homework now.
3. Alfred Nobel (invent) dynamite.
4. I (know) him for a long time.
5. Three days ago, U Lay (leave) for Yangon.
6. I have (lose) my mobile phone.
7. The sick boy was (take) to the hospital.
8. Thuzar always (wear) a smart dress.
9. Noble prizes have (award) every year by the Swedish government.
10. The experiment will be (do) by the science students.
11. Mother (buy) some fresh meats and vegetables from the market.
12. Kyaw Kyaw is (cook) in a restaurant.
13. Every evening I (like) to play football.
14. Mg Mg and his friends (celebrate) his birthday party last night.
15. Look! Ko Ko (work) in the garden.
III. Choose the correct form of the verb. (10 points)

1. The wind --------- his kite for an hour.
   (a) lift   (b) has lifted   (c) is lifting

2. The truck --------- the hill because it is very steep.
   (a) climb   (b) can't climb   (c) is climbing

3. The students --------- him as monitor tomorrow.
   (a) choose   (b) chose   (c) will choose

4. We should --------- our class every day.
   (a) clean   (b) cleaned   (c) cleaning

5. Listen! They ------- in the class.
   (a) laugh   (b) laughed   (c) are laughing

6. I don’t know when he --------- to me tomorrow.
   (a) came   (b) come   (c) will come

7. Pinky always ----------- next to me in the classroom.
   (a) sits   (b) sat   (c) is sitting

8. My little dog ----- on my bed.
   (a) sleep   (b) slept   (c) is sleeping

9. Students are -------- in front of the school.
   (a) play   (b) playing   (c) played

10. Teacher -------- us a story yesterday.
    (a) told   (b) tell   (c) telling
IV. Fill in the blanks with the correct words given in the box. (10 points)

<table>
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<tr>
<th>trap</th>
<th>prize</th>
<th>beautiful</th>
<th>thirsty</th>
<th>lazily</th>
<th>different</th>
<th>rich</th>
<th>exercise</th>
<th>entrance</th>
<th>noise</th>
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</table>

1. Be careful! The mouse is in the -----------
2. The ------------ gate is very big.
3. Water and oil are not the same, they are ---------------
4. Mg Mg does his homework ---------------
5. Every morning we are doing --------------- in the park.
6. Last night, the bad boys made a loud ---------------
7. Today is hot, so I feel ---------------
8. Cinderella is a kind and ---------- girl.
9. Daw Aung San Suu Kyi got the Nobel ---------------
10. If you win the lottery, you will be a --------------- man.
Biography

Personal Profile

Name of Researcher: Nant Marina
Date of Birth: 8th August 1985
Place of Birth: PATHEIN, MYANMAR
Ethnicity: Kayin
Religion: Roman Catholic Christian
Nationality: Myanmar

Educational Background

2016 - current
M.Ed. Curriculum and Instruction, Assumption University, Bangkok, Thailand.

2003 - 2006
Bachelor of Arts (English)
Pathein University, Myanmar