



A Comparative Study of Students' Motivation and Perception of Parental Encouragement for Learning English

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Abstract

Purpose: The purpose of this quantitative comparative study was to determine whether there were significant differences among Grades 3-5 students' motivation and perception of parental encouragement for learning English at an International School in Nonthaburi, Thailand. **Research design, data and methodology:** A total of 102 students participated in this study. The research instrument was the Motivation and Perception of Parental Encouragement for Learning English Questionnaire (MPPEFLEQ) which was adapted from the international version (2004) of Gardner's Attitude/Motivation Test Battery (AMTB). **Results:** The findings indicated that the overall level of motivation was high for Grades 3 and 5 students while it was slightly high for Grade 4 students. However, the level of perception of parental encouragement was high for Grades 3-5 students. At the same time, there was a significant difference in both motivation and perception of parental encouragement for learning English among Grades 3-5 students at an International School in Nonthaburi, Thailand. **Conclusions:** The results specified that the overall level of effort, interest, and mindset toward learning English was different among Grades 3-5 students at an International School in Nonthaburi, Thailand. On the other hand, the overall level of parental support and involvement was also different between Grades 3-5 students at an International School in Nonthaburi, Thailand.

Keywords: An International School in Thailand, Grade 3 Students, Grade 4 Students, Grade 5 Students, Motivation for Learning English, Perception of Parental Encouragement for Learning English

JEL Classification Code: C12, I20, I21, N35

1. Introduction¹⁷¹⁸

Schools in Thailand with focus on English curriculum are getting a high demand from Thai parents. The more exposure children have to English in school, the more likely they are to excel at it. Due to the lack of confidence and quality of education provided by the public schools in Thailand, Thai parents of middle to upper socioeconomic status prefer to enroll their children in an English Program (EP) or an International Education Program (IEP) in order for their children to be good in English (Wei et al., 2016).

Regardless of which program students are enrolled in, their English lessons become more complex as they grow older. Due to this reason it is

critical for students to develop motivation for the English language at an early age to help them succeed in the long term. Some parents may even enroll their child in an international program as early as the ages between three and five years old. However, parents should be aware that age of enrollment is not the only factor that will influence their children's learning outcomes. In fact, there are two important factors including motivation and perception of parental encouragement for learning English that could have a strong impact on a student's learning outcome.

Motivation is a complicated notion that cannot be measured solely by one metric, such as likes or dislikes (Zareian & Jodaie, 2015). The word "motivation" originates from the Latin term "movere," which means "to move" (Hong &

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Ganapathy, 2017). According to Gardner (1985), motivation is linked to effort, desire, reason for behaviors, and affectivity, all of which are associated with second language acquisition.

According to Erlinda (2016), students who are more motivated typically perform better academically, whereas students who are less motivated typically perform poorly academically. For instance, English teachers must recognize what drives their students to learn English in order to improve their students' academic performance in English.

In a later study, Gardner (1985) asserts that parents are the main link between the students' cultural environment and them. There are two categories of parental support for linguistic attitudes: active and passive. The development of their child's learning can be positively impacted by the parents' positive attitudes and active involvement. Conversely, passive parents won't be as concerned with their child's development. The results of positive reinforcement, however, can be undermined by their attitude toward English, which ultimately has an impact on their child's performance (Gardner, 1985).

From the researcher's observation after working at an International School in Nonthaburi, Thailand for two years, primary school students with low English proficiency not only struggle in an English subject, but with other subjects such as mathematics and science as well. As a result, some parents have decided to enroll their children in after school or tutoring programs. However, it is more important to know what drives or inspires children to learn English. There are teachers who use their personal experience to assume what motivates their students to learn English. Still, an assumption or experience alone cannot accurately explain what motivated these students to learn English.

According to Lumsden (1994), as children get older, their interest in learning seems to decline. Generally speaking, learning is typically associated with effort and hard work rather than enjoyment. Collier (1987) notes that a number of studies have compared how well students of different ages performed on language tasks related to academic skills, such as reading and writing. Other studies, such as those by Grinder et al. (1962), Ervin-Tripp (1974), and Burstall (1975) claim that children who arrive at a second language school between the ages of 8 and 12 are more likely to acquire language skills quickly than those who do so between the years of 4 and 7. Based on Piaget's theory of cognitive development, children between the ages of 2 to 7 are

in the preoperational stage and cannot grasp a logical concept which is needed for developing an effort for learning. However, Piaget's theory of cognitive development also states that children aged 7 to 11 are in the concrete operational stage, which allows them to grasp a logical concept that can lead to effort of learning (Lefa, 2014). As a result, children at the concrete operational stage must be engaged and motivated to learn. Finally, it is equally important that parents should also provide their children at this age with lots of encouragement to help them understand the importance and a positive attitude toward learning English.

Based on these previous studies, it is critical and necessary for children at the ages of 7 to 11 level to develop a lifelong motivation and positive attitude toward English, as this may have a long-term impact on their school academic achievement.

For this study, the researcher has chosen one of the international schools in Nonthaburi, Thailand specifically given that this particular school has only been operating for two years and thus can provide adequate data on the beginning stages of English language learning school-wide and whether motivation and perception of parental support have an impact on student's acquisition of the English language. The data from this school may also determine the program's effectiveness, as well as the fact that the findings from this research would highly benefit the future of this and other programs that incorporate English into their subject.

In addition, the sample for this study were Grades 3-5 students. First off, the age range of kids in Grades 3-5 corresponds to the Piaget theory of cognitive development's concrete operational stage, which is pertinent to the motivational theme of this study. Second, the majority of Grades 1-2 students at this school were deemed to be too young to comprehend the study's questions and were not included in this study.

Ultimately, the researcher has decided to investigate what component of motivation and parental encouragement Grades 3-5 students at the International School in Nonthaburi, Thailand need to receive and whether there is a significant difference in students' motivation or just perception of parental encouragement for learning English among Grades 3-5 students at an International School in Nonthaburi.

2. Research Objectives

The research objectives addressed in this study

were as follows.

1. What are the levels of Grades 3-5 students' motivation for learning English at an International School in Nonthaburi, Thailand?
2. What are the levels of Grades 3-5 students' perception of parental encouragement for learning English at an International School in Nonthaburi, Thailand?
3. Is there a significant difference among Grades 3-5 students' motivation for learning English at an International School in Nonthaburi, Thailand?
4. Is there a significant difference among Grades 3-5 students' perception of parental encouragement for learning English at an International School in Nonthaburi, Thailand?

3. Theoretical Framework

This study was conducted based on the socio-educational model of second language acquisition to explore student motivation and perception of parental Encouragement respectively.

3.1. Socio-Educational Model of Second Language Acquisition

Over the past decades, scholars and researchers in social psychology and education have recognized the impact attitude and motivation have on language acquisition (Atay & Kurt, 2010). Gardner's socio-educational model of second language acquisition was first developed in 1979, then amended in 1985, and then again in 2001 (Lovato & Junior, 2011). The primary goal of this model is to explain why some students can learn a second language quicker than others. There are two types of motivation for learning a second language including instrumental motivation and integrative motivation (Al-Ta, 2018). According to Gardner and Lambert (1992), social and economic reward can be earned through instrumental motivation. For instance, a student with instrumental motivation will put an effort to learn the language in exchange for good grades and good careers. On the other hand, integrative motivation is a desire to learn a second or foreign language in order to become part of that community using a second or foreign language as a means of communication (Chalak & Kassaian, 2010).

Attitude/Motivation Test Battery (AMTB) is an instrument developed by Gardner (2004) consisting

of 104 items and 12 subscales. These questionnaires are Likert scale with each item ranges from 1 (Strongly Disagree) to 6 (Strongly agree). AMTB was created to help measure a non-linguistic goal aspect such as desire, feeling, and interest toward second language subjects. However, many researchers today have adapted or modified the AMTB in order to fit the topic of their research

4. Conceptual Framework

Figure 1 depicts the conceptual framework of the study. The two dependent variables that construct this study are students' motivation and perception of parental encouragement for learning English. The independent variable that constructs this study is Grade level from 3-5.

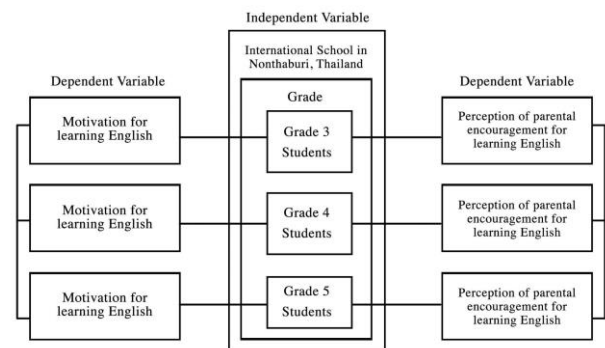


Figure 1: Conceptual Framework of the Study

5. Literature Review

This section highlights some previous studies related to the research variables addressed in this study.

Gam and Lynch (2020) conducted a research on the relationship between motivation and perceived parental encouragement for learning English as a foreign language of Grade 3 and 4 students at Maija Yang High School, Kachin State, Myanmar. The research investigated the relationship between motivation and perceived parental encouragement for learning English as a foreign language. The researcher used Motivation and Perceived Parental Encouragement in Learning English Skills Questionnaire which was an adapted version of the international Attitude/Motivation Test Battery (AMTB) for English as a foreign language (Gardner, 2004). The questionnaire included 38 items which



were used to assess the level of students' motivation and perceived parental encouragement. For this study, the questionnaire used a 7-point Likert scale with 1 (strongly disagree) representing the lowest score and 7 (strongly agree) as the highest score. The questionnaire was given to 265 students, 120 of whom were in Grade 3 and 145 of whom were in Grade 4 at Maija Yang High School, Kachin State, Myanmar. The research findings showed that there is a positive relationship among the students' motivation and perceived parental encouragement for learning English as a foreign language of Grade 3 and 4 students at Maija Yang High School, Kachin State, Myanmar.

Huang and Lynch (2019) conducted a research on the relationship between motivation for learning Chinese and perception of parental encouragement for learning Chinese with Chinese academic achievement of Grade 3, Grade 4, and Grade 5 students at Al Ain International School in Thailand. The research investigated the relationship between motivation for learning Chinese and perception of parental encouragement for learning Chinese with Chinese academic achievement. The researchers used Motivation and Perceived Parental Encouragement Questionnaire which was an adapted version of the international Attitude/Motivation Test Battery (AMTB) for English as a foreign language (Gardner, 2004). In this study, there were 39 items on the questionnaire. Similar to previous studies, the questionnaire used a 7-point Likert scale with 1 (strongly disagree) representing the lowest score and 7 (strongly agree) as the highest score. The questionnaire was given to 155 students, 55 of whom were in Grade 3, 52 of whom were in Grade 4, and 48 of whom were in Grade 5 at Al Ain International School in Thailand. The research findings showed that there is a significant relationship among the students' motivation and perceived parental encouragement for learning Chinese of grade 3 students, while there is no relationship among the students' motivation and perceived parental encouragement for learning Chinese of grade 4 and 5 students at AIN International School in Thailand.

Nyoi (2019) conducted a research on the relationship between parental encouragement and motivation for learning English as a foreign language among grade 4 to grade 6 students at Zet Let Kung Kyang Community School, Kachin State in Myanmar. The research investigated the relationship between the students' perceptions of parental encouragement and motivation for learning English

as a foreign language. The researcher used a motivational questionnaire that included 38 items, thirty of which were about motivation and eight about parental encouragement perception. The questionnaire was translated into Kachin and given to 102 students from grade 4 to 6. The research findings showed that there is a strong and positive relationship among the students' perception of parental encouragement and motivation for learning English as foreign language between students from Grade 4 and 5, while there is a negative relationship among the students' perception of parental encouragement and motivation for learning English as foreign language for students in Grade 6.

6. Methodology/Procedure

This section provides details on the study's population, sample and research instruments.

6.1. Population and Sample

The population of this research study was Grade 3, Grade 4, and Grade 5 students in an International School in Nonthaburi, Thailand. There were a total of 102 students, distributed as follows: Grade 3, 50 students (3 classes); Grade 4, 32 students (2 classes), Grade 5, 20 students (1 class). Students from the population group are all currently enrolled in the academic year 2021-2022.

6.2. Research Instruments

This research was conducted using one research instrument: Motivation and Perception of Parental Encouragement for Learning English Questionnaire (MPPEFLEQ). MPPEFLEQ was subdivided into motivation and perception of parental encouragement.

6.2.1. Motivation for Learning English

To measure students' motivation for learning English, Gardner's (2004) Attitude and Motivation Test Battery (AMTB) International Version was employed. A total of 30 items, both positively and negatively worded, based on a 6-point Likert-type scale were used to collect data.

For the purpose of avoiding response sets, the negatively worded items were dispersed in the



questionnaire. These items on the motivation subscales were assessed on a 6-point Likert-type scale: 1=strongly disagree, 2=disagree, 3=slightly disagree, 4= slightly agree, 5= agree and 6=strongly agree (see Appendix 1).

The Cronbach's alpha reliability test was carried out for the overall items of the motivation subscales, for internal consistency reliability analysis. As a result, a good internal consistency reliability was found for the total score of the current study, with a Cronbach's alpha of .87 (see Table 1).

Table 1: Reliability of the Motivation Subscales Using Cronbach's Alpha Values

Sub-scales	Cronbach's alpha values			
	Number of items per subscale	Gardner (2010) Japan research	Gardner (2010) Brazil research	Current study
Motivational intensity	10	.79	.75	.69
Desire to learn English	10	.90	.86	.75
Attitudes toward learning English	10	.93	.91	.80
Total	30	Not reported	Not reported	.87

6.2.2. Perception of Parental Encouragement

To measure students' perception of parental encouragement for learning English, Gardner's (2004) Attitude and Motivation Test Battery (AMTB) International Version was employed.

To measure the perception of parental encouragement for learning English, a total of 8 items were utilized. These items were assessed on a 6-point Likert-type scale: 1=strongly disagree, 2=disagree, 3=slightly disagree, 4= slightly agree, 5= agree and 6=strongly agree (see Appendix 1).

The Cronbach's alpha reliability test was carried out for the perception of parental encouragement subscale, for internal consistency reliability analysis. As a result, a good internal consistency acceptable was found for the total score, with a Cronbach's alpha of .76 (see Table 2).

Table 2: Reliability of the Perception of Parental Encouragement Subscale Using Cronbach's Alpha Values

Sub-scale	Cronbach's alpha values			
	Number of items per subscale	Gardner (2010) Japan research	Gardner (2010) Brazil research	Current study
Perception of Parental Encouragement	8	.89	.80	.76

7. Research Findings

The research findings report the results gathered from the data analysis of this study. The negatively worded items were reverse coded in order to average them with the positively worded ones.

7.1. Findings From Research Objective 1

The findings from Research Objective 1 revealed the following about the students' motivation for learning English (see Table 3).

The findings indicated that the overall level of students' motivation for learning English held by Grade 3 students at the target international school in Nonthaburi, Thailand was interpreted as a high engagement, $M = 4.83$, $SD = 0.71$.

The findings indicated that the overall level of students' motivation for learning English held by Grade 4 students at the target international school in Nonthaburi, Thailand was interpreted as a slightly high engagement, $M = 4.43$, $SD = 0.75$.

The findings indicated that the overall level of students' motivation for learning English held by Grade 5 students at the target international school in Nonthaburi, Thailand was interpreted as a high engagement, $M = 4.52$, $SD = 0.60$.

Table 3: Mean Scores and Standard Deviations for Motivation for Learning English Held by Grades 3-5 Students at International School in Nonthaburi, Thailand

Variable	Grade 3		Grade 4		Grade 5	
	M	SD	M	SD	M	SD
Motivation for learning English	4.83	.71	4.43	.75	4.52	.60



7.2. Findings From Research Objective 2

The findings from Research Objective 2 revealed the following about the students' perception of parental encouragement for learning English (see Table 4).

The findings indicated that the overall level of students' perception of parental encouragement for learning English held by Grade 3 students at the target international school in Nonthaburi, Thailand was interpreted as a high engagement, $M = 5.15$, $SD = 0.77$.

The findings indicated that the overall level of students' perception of parental encouragement for learning English held by Grade 4 students at the target international school in Nonthaburi, Thailand was interpreted as a high engagement, $M = 4.70$, $SD = 0.95$.

The findings indicated that the overall level of students' perception of parental encouragement for learning English held by Grade 5 students at the target international school in Nonthaburi, Thailand was interpreted as a high engagement, $M = 4.77$, $SD = 0.78$.

Table 4: Mean Scores and Standard Deviations for Perception of Parental Encouragement for Learning English Held by Grades 3-5 Students at International School in Nonthaburi, Thailand

Variable	Grade 3		Grade 4		Grade 5	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Perception of parental encouragement	5.15	.77	4.70	.95	4.77	.78

7.3. Findings From Research Objective 3

Regarding Research Objective 3, the findings indicated that there was a significant difference in motivation for learning English among Grades 3-5 students at International School in Nonthaburi, Thailand (see Table 5).

According to Table 3, the data shows that the significance value was $p = .03$, which means that there was statistically significant difference in motivation for learning English among these three grades because the $p < .05$.

More specifically, Tukey's HSD Test for multiple

comparisons found that the mean value of motivation was significantly different between Grade 3 and 4 ($p = 0.04$), 95% C.I.= .0145, .7811).

Nevertheless, it can be concluded that there was a statistically difference in motivation for learning English among Grades 3-5 students at International School in Nonthaburi, Thailand.

Table 5: One-Way ANOVA Analysis of Grades 3-5 Students' Level of Motivation for Learning English at International School in Nonthaburi, Thailand

Grade	<i>N</i>	<i>M</i>	<i>SD</i>	<i>dfs</i>		<i>F</i>	<i>P</i>
				Between groups	Within groups		
3	50	4.83	.71	2	99	3.44	.03
4	32	4.43	.75				
5	20	4.52	.60				

7.4. Findings From Research Objective 4

Regarding Research Objective 5, the findings indicated that there was a significant difference in perception of parental encouragement for learning English among Grades 3-5 students at International School in Nonthaburi, Thailand (see Table 6)

According to Table 5, the data shows that the significance value was $p = .040$, which means that there was statistically significant difference in perception of parental encouragement for learning English among these three grades because the $p < .05$.

More specifically, Tukey's HSD Test for multiple comparisons found that the mean value of perception of parental encouragement was significantly different between Grade 3 and 4 ($p = 0.049$), 95% C.I.= .0014, .9022).

Nevertheless, it can be concluded that there was statistically difference in perception of parental encouragement for learning English among Grades 3-5 students at International School in Nonthaburi, Thailand.



Table 6: One-Way ANOVA Analysis of Grades 3-5 Students' Level of Perception of Parental Encouragement for Learning English at International School in Nonthaburi, Thailand

Grade	N	M	SD	dfs		F	P
				Between groups	Within groups		
3	50	5.15	.77	2	99	3.32	.040
4	32	4.70	.95				
5	20	4.77	.78				

8. Discussion

This section presents a discussion of the research findings obtained from conducting the current study, by relating them with the findings reported by previous research studies.

8.1. Motivation for Learning English

The results of this study showed that the participants' level of motivational intensity of students in Grade 3 found to be high while the participants' level of motivational intensity of students in Grades 4 and 5 found to be slightly high. This could be associated with student behaviors observed in the classroom (e.g., putting efforts while learning, paying attention to what teachers are teaching, and seeking help from the teachers). The teacher who was in charge of teaching English for Grade 3 students stated that the majority of his students work hard and stay focused through most of the lessons. One of the reasons could be that students in Grade 3 were interested in the subject and activities, which could have an impact on their motivation and behavior. In contrast, Grades 4 and 5 students may have had lower motivational intensity than Grade 3 students simply due to teachers' style of teaching. As illustrated from the MPPEFLEQ, when Grades 4 and 5 students do not understand what they are learning and are too afraid to ask in class, they tend to lose motivation. It was possible that teachers in these two grades were a significant factor in students' slightly high level of motivational intensity. As a result of the MPPEFLEQ interpretations, students in Grade 3 had a high level of motivational intensity, while Grades 4 and 5 had a slightly high level of motivation intensity.

Moreover, the findings indicated that the level of desire to learn English for Grade 3 was high, while the level of desire to learn English for Grades 4 and 5 was slightly high. It is critical for someone who wishes to learn English to have a strong desire to learn that language. According to Erlinda (2016) those with higher motivation not only will be more likely to accomplish and reach their goals, but they will also produce better, quicker, and more effective results than those with lower motivation. As part of the research, the researcher has the opportunity to observe students in Grades 3-5 during their English class. The English teachers who taught Grades 3-5 all agreed that their students would like to have good English language skills. Based on the findings of this research, most students in Grade 3 scored higher than Grades 4 and 5 on the item that asks if they want to be fluent in English. In addition, Grade 3 students also scored higher than Grades 4 and 5 on the items that ask if they have the desire to learn English. As a result, students in Grades 3 may have had a stronger desire to learn English than students in Grade 4 and 5.

Furthermore, the results also indicated that the attitude toward learning English of Grades 3-5 students was positive. According to Gardner (2010), an attitude toward learning English can impact the level of motivation for learning English. Due to the significant impact English will have on applying to a good university and better career, it is possible that the students from Grades 3-5 will have a positive attitude toward learning English. These students have been using English since the day they enrolled at this target school. At this point in time, most of them already develop a positive attitude toward English as it is their main language for communication with their teachers and friends. Based on Item 23 of the MPPEFLEQ which stated that "English is a very important part of the school program", the overall mean score of this item was highest from all over the items in the attitudes toward learning English subscale. This indicated that almost all students from Grades 3-5 agreed that English is one of the most important subjects in school. Based on Item 28 of the MPPEFLEQ which stated that "Learning English is a waste of time", the overall mean score of this item was very high (after reversed coded) as most students disagreed with this statement. This also indicated that almost all students agreed that learning English is important and not a waste of time. Overall, each of these students may have different reasons as to why they are interested in learning English, but it is



mandatory for the students to develop a positive attitude toward learning English before they can achieve their goals.

From combining the data of the three subscales (i.e., motivational intensity, desire to learn English, and attitude toward learning English), the results indicated that the overall level of motivation for learning English held by Grades 3 and 5 students at International School in Nonthaburi, Thailand was high. On the other hand, the overall level of motivation for learning English held by Grade 4 students at International School in Nonthaburi, Thailand was slightly high.

The two previous studies including Huang and Lynch (2019) and Gam and Lynch (2020) also have a similar interpretation for students' motivation for learning second language. For instance, Huang and Lynch (2019) had also conducted a similar research among Grades 3-5 students at Al Ain International School in Thailand. In this study, Grade 4 students had the highest overall mean score for students' motivation for learning Chinese when compared to Grades 3 and 5 students. The overall mean score for students' motivation for learning Chinese in Grade 4 students was interpreted as slightly high while the mean score for Grades 3 and 5 students was interpreted as moderately high. On the contrary, Gam and Lynch (2020) had conducted research between Grades 10 and 11 students at English at Maija Yang High School, Kachin State, Myanmar, and reported that the participants in this study were not motivated to learn English. In fact, the overall mean score for students' motivation for learning English in Grades 10 and 11 were both interpreted as moderately low. From this information, one can interpret that younger level students are more driven to learn, while older level students are less motivated, according to the data.

8.2. Perception of Parental Encouragement for Learning English

The results of this study showed that the participants' level of perception of parental encouragement for learning English of students in Grades 3-5 was found to be high. This could be associated with the interaction students have with their parents when it comes to learning English (e.g., helping with English homework or reading at home, explaining the importance of English, and showing interest in what their children are learning). The

teachers who were in charge of teaching English for Grades 3-5 students claimed that many of their students have enrolled in an after school or tutoring program outside school hours. One possible explanation is that most Thai parents are unable to teach their children English, so they enroll their children in after-school programs or hire a personal tutor to do so for them. According to the findings, these Grades 3-5 students were aware of their parents' desire to support them to succeed in school. As a result of the MPPEFLEQ interpretations, Grades 3-5 students had a high level of perception of parental encouragement for learning English.

The three previous studies including Huang and Lynch (2019), Nyo (2019), and Gam and Lynch (2020) also have a similar interpretation for students' perception of parental encouragement. In the study of Huang and Lynch (2019), Grades 3-5 students at Al Ain International School in Thailand all had overall mean score that interpreted as having a high level of perception of parental encouragement. Respectively, in the study of Nyo (2019), the overall mean score of Grades 4-6 students' perception of parental encouragement at Zet Let Kung Kyang Community School, Kachin State in Myanmar were all interpreted as high as well. Game and Lynch (2020) These findings can be concluded that most parents of students at these grade levels show great concern and support to their children when it comes to language achievement.

8.3. Comparison of Motivation for Learning English Among Grades 3-5 Students at International School in Nonthaburi, Thailand

One of the objectives of this study was to determine whether there was a significant difference in motivation for learning English among Grades 3-5 students at International School in Nonthaburi, Thailand or not. As a result, the findings of this study indicated that there was significant difference in motivation for learning English among Grades 3-5 students at International School in Nonthaburi, Thailand (see Table 5). More specifically, the significant difference was more noticeable between Grades 3 and 4 students.

On the other hand, the findings from Gam and Lynch (2020) claimed that there was no significant difference between students' motivation for learning English of Grade 10 and Grade 11 students due to the fact that both grade level has the



same motivation level. However, the motivation level for Grades 10 and 11 students were interpreted as moderately low which is much lower compared to Grades 3-5 students at International School in Nonthaburi Thailand.

8.4. Comparison of Perception of Parental Encouragement for Learning English Among Grades 3-5 Students at International School in Nonthaburi, Thailand

Another objective of this study was to determine whether there was a significant difference in perception of parental encouragement for learning English among Grades 3-5 students at International School in Nonthaburi, Thailand or not. As a result, the findings of this study indicated that there was a significant difference in perception of parental encouragement for learning English among Grades 3-5 students at International School in Nonthaburi, Thailand (see Table 6). More specifically, the significant difference was more noticeable between Grades 3 and 4 students.

9. Recommendations

The researcher would like to make some recommendations for school administrators, teachers, students, parents, as well as future researchers based on the findings of this study.

9.1. Recommendations for School Administrators

As the overall mean score of students' motivation for learning English of Grade 3 students is the highest when compared to Grades 4 and 5 students in Table 3, administrators need to be aware of what materials or strategies the Grade 3 English teacher implemented that were more successful than Grades 4 and 5 English teachers. The administrator can then decide whether or not to update the instructional materials and the method teachers are using in these grade levels. The administrator may provide a professional development course or training to help teachers improve their teaching style throughout the academic year.

9.2. Recommendations for Teachers

Teachers from Grades 3-5 need to be aware of their students' level of motivation and how to keep

their students engaged and interested during the lesson. Specifically, teachers who taught Grades 4 and 5 may need to adjust their teaching strategies to help increase their students' level of motivation. According to the findings, the type of assignments can have a huge impact on students' motivation. According to the MPPEFLEQ Item 7 ("I do not bother checking my assignment when I get the back form my English teacher"), and Item 9 ("I put off my English homework as much as possible") reflect how students in Grades 4 and 5 feel about their English assignment, homework, and feedback from their teachers. After receiving the assignment back from their teachers, these students did not bother looking at their teachers' feedback or the corrections their teachers have made. In addition, teachers in Grades 4 and 5 might consider implementing a reward system to boost their students' motivation. Lastly, if teachers see students who are struggling with English, they should also make a recommendation to the parents that their children should enroll in tutoring or English as a Second Language (ESL) program. According to the findings, most parents are willing to support their children especially if this recommendation comes directly from the teachers.

9.3. Recommendations for Students

According to the results of this study, students who want to succeed in English may need to maintain their level of motivation at a high level. In this research, Grade 3 students had the highest mean score on all the motivation subscales and perception of parental encouragement when compared to Grades 4 and 5 students. Therefore, it is necessary for Grades 4 and 5 students to set goals that will help improve their motivation level during their English lesson. As the level of students' perception of parental encouragement were high for Grades 3-5 students, they should seek help from their parents for additional support in or outside school hours. .

9.4. Recommendations for Parents

According to the findings in Table 4, it indicated that the participants in this research have a high level of perception of parental encouragement. Base on the MPPEFLEQ, Grade 3-5 students scored highest on Item 32 ("My parents feel that it is very important for me to learn English"), and Item 37 ("My parents encourage me to practice my English as much as possible"), which indicated that Grades 3-5 parents



who want their children to succeed in English must maintain their children's level of perception of parental encouragement or their children might start losing interest in learning English. Base on the MPPEFLEQ, one of the item that Grades 3-5 students had scored the lowest was Item 34 ("My parents have stressed the importance English will have for me when I leave school"), which mean parents should remind their children that learning English will have an impact on choosing a good university and good future career. For instance, parents may allow their children to watch shows and movies in English with English subtitles to help improve their listening and speaking skills. If parents see that their children are struggling with English and are unable to teach them, then they should enroll their children in an after school or tutoring program.

9.5. Recommendations for Future Researchers

This study could serve as a model for future researchers interested in studying motivation and perceptions of parental encouragement in language learning. It should be noted, however, that the findings of this study were conducted on Grades 3-5 students at the International School in Nonthaburi, Thailand, and may not be generalizable to other schools.

Future researchers should focus on why these differences in motivation occur between these grade levels. The future researchers should also spend some time observing the behavior of participants to help them analyze the results of the findings.

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Appendixes

Appendix 1: Items in the Motivation and Perception of Parental Encouragement for Learning English Questionnaire (MPPEFLEQ)

Item No.	Item statement
Motivation (motivation intensity, desire to learn English, and attitude toward learning English)	
1	I make a point of trying to understand all the English I see and hear.
2	I keep up to date with English by working on it almost every day.
3	When I have a problem understanding something in English class, I always ask my teacher for help.
4	I really work hard to learn English.
5	When I am studying English, I ignore distractions and pay attention to my task.
6	I do not pay much attention to the feedback I receive in my English class.
7	I do not bother checking my assignments when I get them back from my English teacher.
8	I put off my English homework as much as possible.
9	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something.
10	I cannot be bothered trying to understanding the more complex aspects of English.
11	I have a strong desire to know all aspects of English.
12	If it were up to me, I would spend all of my time learning English.
13	I want to learn English so well that it will become natural to me.
14	I would like to learn as much English as possible.
15	I wish I were fluent in English.
16	Knowing English isn't really an important goal in my life.
17	I sometimes daydream about dropping English.
18	I'm losing any desire I ever had to know English.
19	To be honest, I really have no desire to learn English.
20	I haven't any great wish to learn more than the basics of English.
21	Learning English is really great.
22	I really enjoy learning English.
23	English is a very important part of the school program.



24	I plan to learn as much English as possible.
25	I love learning English.
26	I hate English.
27	I would rather spend my time on subjects other than English.
28	Learning English is a waste of time.
29	I think that learning English is dull.
30	When I leave school, I will give up the study of English because I am not interested in it.
Perception of Parental Encouragement	
31	My parents try to help me to learn English.
32	My parents feel that it is very important for me to learn English.
33	My parents feel that I should continue studying English all through school.
34	My parents have stressed the importance English will have for me when I leave school.
35	My parents urge me to seek help from my teacher if I am having problems with my English.
36	My parents are very interested in everything I do in my English class.
37	My parents encourage me to practice my English as much as possible.
38	My parents think I should give more time to studying English.