



A Study of the Impact of Socioeconomic Factors on English Language Learning Motivation among Primary School Students in Thailand

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Abstract

This study used a mixed-method approach to investigate the supports that primary students need in increasing their levels of motivation towards English language learning, to examine parents' behaviors and beliefs that influence their children's English learning, and to investigate the level and main type (integrative or instrumental) of the primary students' motivation for English language learning. A modified 25-item motivation survey adopted from Attitude Motivation Test Battery (AMTB), including seven statements from Gardner and eight statements from Dornyei, was administered to 173 primary school students and combined with ten statements designed by the researcher and 18 items for interviewing. The results of the study revealed that the primary students need to increase their levels of motivation towards English language learning. However, the study also revealed that parental and environmental factors, in addition to the integrative and instrumental factors, are significant factors that influence the children's motivation and the ability for effective English learning. The results lead to the conclusion that social class, combined with cultural elements related to the status, family background, and environmental language are some of the relevant socio-cultural factors that influence language learning.

Keywords: family and parental environment, community, socioeconomic status, occupation, integrative motivation, and instrumental motivation

1. Introduction

The English language is essential in our globalized world since it has been accepted and identified as an international language by most countries today. Therefore, the English language can help develop a country because it is the language used for business and travel throughout the world. It is the language that citizens in many countries must learn as their second language, so learning this second language has become very important. More recently, internationalization and globalization have directed the national language curriculum policies towards bilingualism and multilingualism, which is being done because, as studies have shown, bilinguals have more personal and social prospects than monolinguals.

For example, parents in Thailand can choose from international, bilingual, or monolingual with English language program schools for their children. There are many factors for choosing a school such as wealth and income, status, education, and opportunities. Although there are many schools, each school offers different levels of support. The private schools have many well-trained teachers, high technology, healthy lunch and snacks, a good environment, community support for the children, as well as support from their family. However, many public schools cannot provide the same or even adequate learning environment due to many factors such as poorly trained teachers to teach English, minimum or no technology for teaching, poor nutrition, and poor health among students, thus, the environment is not suitable for learning and living in cases families cannot support their child at school.

As a public primary school teacher with more than 10 years of experience, the author has found that many students who attend public schools in this area came from low-income families. Statistical data from the 2020 Individual Basic Information Report of the school where the author works have indicated that many of the parents in rural areas are divorced (62.43%), and only 35.7% of children live with their mother and father. Most students have to rent a room (72.83%) and moved from northern rural provinces because their parents had to find a job, while other children live with their cousins (17.03%), 15.03% live in their family house, and 0.58% live in the temple near the school. The reason for these differences in the home environment is income. The school's report indicated that monthly income ranges are as follows: 34.10% make 10,000-20,000 baht per family, 29.48% make 20,001-30,000 baht per family, 15.61% at 30,001-40,000 baht per



family, about 10.98% make less than 10,000, and 9.83% make more than 40,000 baht per family. According to the National statistics office report titled Average Monthly Income per Household, Pathum Thani, 2019, the average overall income is 46,977.74 baht per month and per family, while their average expenditure is 37,086.11 baht per month per family. These recent reports showed that the average monthly income per household in this district is not enough for their average monthly expenditure. These parents must pay for housing, food, utilities, and clothing in addition to school fees.

The effect of these circumstances on the learning of many of these students is a loss of motivation to learn. The research has suggested that motivation can be affected by both personal (e.g., attitude toward studying, reasons for study, desire and effort put in studying) and contextual (e.g., social influences of family, peers, and teacher and the learning context) factors (Williams & Burden, 1997).

Motivation is a well-known factor that contributes significantly to how a foreign language is acquired (Gardner, 2010). Gardner and Lambert (1959) were the first to establish motivation research in SLA. Gardner (1985) developed a detailed socio-educational model of SLLM and provided a battery test (AMTB) to measure motivation and attitude in learners, and a motivation questionnaire was designed and used in a 2013 survey of Chinese college students (You & Dörnyei, 2016; You, Dörnyei, & Csizér, 2016). However, this study did not measure the impact the students' community and home environment have on their motivation; that is, the motivation from their parents and the community to support English learning. Therefore, the objective of this study is to investigate what support the primary students need in increasing their levels of motivation towards English language learning and to examine how the parents' behaviors and beliefs influence their children's English learning. This study also investigates the level and main type (integrative or instrumental) of the primary students' motivation for English language learning.

Motivation is the main factor in learning a foreign language. It is very important for young students. Gardner (1985b:10) stated that motivation is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity." According to Gardner (1985b), to understand why language learners were motivated, it is essential to understand the learners' ultimate goal or the purpose of learning the language. There are two distinct orientations in his theory; integrative orientation and instrumental orientation.

Dörnyei (2001:7) stated that "Motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity." Motivation is a process of psychology and focuses on attitudes, thoughts, beliefs, and interpretation of each person.

Gardner stated that motivation is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity" (1985b:10). Gardner and Lambert (1972) originated the terms instrumental motivation defined as "language learning for immediate or practical goals" and integrative motivation defined as "language learning for personal growth and cultural enrichment through contact with speakers of the other language" (Lightbown & Spada, 2013: 87).

For the purposes of this study, integrative and instrumental motivation as outlined below by Gardner and Lambert (1959) will be used as follows;

- Integrative motivation; the students would like to learn the English language because they have to communicate with a foreigner, use it in daily life, and are interested in a foreign language.
- Instrumental motivation; the students would like to find a job, pass a test, or get a high salary.

Many factors support the motivation of the students in learning such as parental, community, environment, teachers, and teaching strategies, among others. In recent language learning research, studies have focused on the relationship between the learners' integrative and instrumental motivation and the impact environment can have on motivation (Gardner et al., 1985).

Based on Coleman's (1988) theory in the Parental Involvement in Education Policy Perspectives Series, the family environment includes three distinct forms of capital: physical or financial capital, human capital, and social capital. Each of these is interrelated and should be dealt with interdependently. Physical or financial capital is "refers to the material resources that can be measured by family income and wealth; that is, their socioeconomic standing" (Li, 2007: 286). Human capital is "the individual's level of



educational attainment that is embodied in a person's knowledge, skill and capability to act in certain social structures" (Li, 2007: 286).

Coleman (1988) stated that human capital is made by changes in an individual that realizes expertise and abilities that make them ready to act in another manner. Social capital has a significant impact on rates of graduation, which suggests that social capital in the family is very important to future success. The background of the family is significant because if the students come from a low-income family or broken family, it impacts language learning motivation and learning process. As several researchers have agreed, and as stated in several studies, the "role of the home environment, socioeconomic background, in motivating learners to achieve higher scores in school has been well recognized in the literature" (Li, 2007; OECD, 2008; Shahbaz, Machin, 2009; Islam, & Malik, 2017: 212).

Parents are the persons who take care of their children. Some students in this study live with a grandmother, grandfather, aunt, uncle, mother-in-law, father-in-law, or other people. Many do not live with their biological mother and father. The parents are very important as a model for their children. As several studies have concluded, a "Mother's active involvement in children's homework processes and the instrumental management of the learning environment improves children's academic achievement. Furthermore, the mothers' emotional support for the children's learning is a positive factor in achievement" (Rogers et al., 2009: 47). The parents are the first teacher of their children, and the parents' motivation affects their children's attitudes. Parental warmth is essential as it directly impacts the learning and development of children (Feinstein et al., 2004). The involvement of the parents impacts the children's learning outcomes in a variety of ways, including higher academic achievement (Rogers et al., 2009: 35). However, studies have also shown that "Parental income, educational background, and/or occupations, are associated with the students' academic English development and achievement at school" (Goto & Butler, 2013: 3).

Moreover, as stated by Son and, "low socioeconomic status (SES) indicators, such as the level of parental education or family income, and a low-quality home environment are significant risk factors for poor acquisition of pre-academic knowledge and early school disadvantage" (Merz et al., 2014: 2).

A community or neighborhood is a social group of people who live in the same area and neighborhood or have the same background and shared interests. The quality of a community can influence a child's motivation for learning English. In some communities, many residents have a high income, high education, a big house, a good environment, or neighbors who can speak English. In contrast, some communities do not have any luxuries or sources of support; they live in a small house, have a low income and low education, and neighbors who cannot speak English. Every community is different, but it is the social inequality of a community that has the greatest impact on learning motivation.

It has been reported in several studies that "that low SES neighborhoods generally provide fewer and lower quality resources than more affluent neighborhoods. Thus, poorer children may fare badly in part because of their neighborhood communities, not simply because of their family's economic situations" (Feinstein et al., 2004: 40).

Other studies reported that "low-income communities provide children with fewer literacy resources, such as books, libraries, and printed material than middle-income communities in a large industrial city. Such differences in access to print resources may have important implications for children's early literacy development" (Feinstein et al., 2004: 40-41).

2. Objectives

- 1) To investigate the supports that the primary students need in increasing their levels of motivation towards English language learning.
- 2) To examine the parents' behaviors and beliefs influence their children's English learning.
- 3) To investigate the level and main type (integrative or instrumental) of the primary students' motivation for English language learning.



3. Materials and Methods

3.1 Participants

3.1.1 Quantitative

The population in this study are students from a primary school located in the central part of Thailand. The participants were from Grade 3 to Grade 6. Most of the students come from low-income families whose parents work in the factories or as merchants, taxi drivers, farmers, and public servants. Many students came with their parents from another province--in particular, the northwest of Thailand--to find low-skill work at the factory. Some students have been transferred from another school or have enrolled in the middle of the semester, so they have to be adaptive to get along with new friends and new learning environments. These living conditions and the environment of the community affect their learning process.

There were two types of participants in this study: surveyed participants and interviewed participants. The survey participants are the students who were chosen by using purposive sampling techniques. The interview participants were also chosen using purposive sampling by selecting people who have lived in the community for more than 30 years. The procedure to select the interview participants was as follows:

3.1.2 Qualitative

The researcher chose three key informants for the interview by using purposive sampling, focusing on informants who live near the school and who have lived in the area for 30 years or more. There were 3 informants. The first interviewee is a teacher; he is 58 years old and has lived in this community for more than 35 years. He teaches social studies and Thai history. The second interviewee is a community leader; he is 52 years old and has lived in this community for more than 51 years. The last one is a coffee seller; she is 55 years old and has lived in this community for more than 54 years.

3.2 Research Instruments

There were two types of research instruments: a questionnaire and an interview. The description of each instrument is presented below.

3.2.1 Questionnaire

The motivational questionnaire was adapted from three researchers; (1) Gardner (1985a) from his Attitude Motivation Test Battery (AMTB) using the teacher encouragement, English class Anxiety, interactive and instrumental orientation scales and (2) Motivation questionnaire used in the 2013 Chinese survey (You & Dörnyei, 2016; You, Dörnyei, & Csizér, 2016). The researcher designed some questions focusing on parental encouragement specifically for this research. First, the researcher investigated all seven statements from Gardner (1985) and eight statements from Dörnyei and combined them with ten statements designed by the researcher for this study. There were a total of 25 statements (nine focused on parental encouragement, four focused on teacher encouragement, four focused on English class anxiety, four that target interactive motivation, and four that target instrumental motivation). The questionnaire consisted of 25 items with a four-point Likert scale (on a scale of 1-4, ranging from strongly disagree=1 to strongly agree=4). Regarding the motivational survey, the researchers chose the statements that were most suitable for Thai students and the reality of their cultural context.

Part I: General information of the student respondents: gender, age, and level of education.

Part II: Parental encouragement were items 1-9, teacher encouragement were items 10-13, English class anxiety encouragement were items 14-17, interactive motivation encouragement were items 18-21, and instrumental motivation encouragement were items 22-25.

Part III: An open-ended question on how English is viewed in their community.

After modifications, the final questionnaire was translated into Thai by an expert to validate the content to facilitate understanding. The final questionnaire format consisted of the following parts (see Appendix A).



3.2.2 Semi-structure Interview

For this research, a semi-structured interview was conducted, which attempted to determine the parents' behaviors and beliefs that influence their children's English learning (see Appendix C). The interviews were conducted in the Thai language with the three participants and lasted 20-25 minutes per person. The transcript of the three interviews was translated into English by the researcher.

3.3 Data Analysis Procedures

3.3.1 Quantitative Data Collection: Surveys

The survey questionnaire was administered to the students at a primary school located in the central part of Thailand. The data collection was conducted during the second semester of the academic year 2019. Participants were required to tick a number from the four Likert rated options that would indicate their level of disagreeing or agreeing with the statements and to answer the open-ended question. The response rate for the survey questions was 100%.

The questionnaire items 1-17 investigate the supports that primary students need in increasing their levels of motivation towards English language learning whereas items 18-25 investigate the level and main type (integrative or instrumental) of the primary students' motivation for English language learning.

To interpret the mean score for students' motivational level, the researcher adopted an interpreting procedure designed towards English language learning, therefore, the researcher adopted the interpreting procedure designed by Best (1981) and Degang (2010), as shown in the table below:

Table 1 Interpretation of mean score of motivational levels

Scale	Mean Range	Motivation Level	Score Range
4	Strongly agree	Very high	3.50 – 4.00
3	agree	High	2.50 – 3.49
2	disagree	Low	1.50 – 2.49
1	Strongly disagree	Very low	1.00 – 1.49

The mean score for each item indicated the level of the students' motivation; a high score means the students have high motivation, while a low score means the students have low motivation.

3.3.2 Qualitative Data Collection: Interviews

The researcher interviewed members of the community to collect detailed and comprehensive data relating to student needs and motivation influences. The interviews were conducted face to face. Three participants had different time schedules, so they were interviewed individually. The obtained information helped to reveal the parents' behavior and beliefs that influence their children's motivation for learning the English language.

4. Results and Discussion

4.1 Results of the Survey

173 respondents consisted of 90 boys (52.02 %) and 83 girls (47.98%), and their ages ranged between 8-19 years. Besides, 173 students were evenly distributed among the four grade levels from 3 to 6 ranging from grades 4 to 6 (25% were grade 3, 28% grade 4, 22% grade 5, and 25% grade 6).

Table 1 below indicates the overall mean score and the average mean score for five rated questions related to environment and motivation: Parental Encouragement, Teacher Encouragement, English Class Anxiety, Integrative and Instrumental motivation. The results are presented as average mean scores indicating the motivational levels.

**Table 1** overall mean score and average mean scores level.

Type of Mean Score	\bar{X}	Motivation level
Overall mean score	2.81	High
Parental Encouragement	2.74	High
Teacher Encouragement	2.86	High
English Class Anxiety	2.78	High
Integrative motivation	2.87	High
Instrumental motivation	2.84	High

As shown in Table 1, the overall mean score stands at 2.81, interpreted as 'high' motivation, meaning that these students are highly motivated to learn English.

The following three tables (Tables 2, 3, and 4) outline the 17 question items with their mean score (\bar{x}) and standard deviations (SD).

Table 2 Mean scores and standard deviations of Parental Encouragement items

Items	\bar{X}	S.D.	Meaning
1. My parents try to help me to learn English.	2.76	0.964	High
2. My parents feel that it is very important for me to learn English.	2.88	1.005	High
3. My parents feel that I should continue studying English all through school.	2.80	0.913	High
4. My parents urge me to seek help from my teacher if I am having problems with my English.	2.76	1.083	High
5. I have to study English, because, otherwise, I think my parents will be disappointed with me.	2.72	1.026	High
6. There are a lot of people in my community who speak English.	2.51	0.956	High
7. My parents should speak English with me.	2.66	1.020	High
8. My parents praise me when I can read an English book. (English Book, Exercise English Book, Cartoon English Book)	2.83	0.934	High
9. I think that every person in my community should speak English.	2.75	0.997	High
\bar{X}	2.74	0.99	High

The descriptive statistics in Table 2 show the mean score and standard deviation of the nine items for parental encouragement. The results show that parental encouragement was highly motivated toward learning English, as their average score for providing help, support, and praise was over 2.50 points out of a total of 4 points.

Table 3 Mean scores and standard deviations of Teacher Encouragement

Items	\bar{X}	S.D.	Meaning
10. I look forward to going to class because my English teacher is so good.	2.86	0.851	High
11. My English teacher has a dynamic and interesting teaching style.	2.84	0.926	High
12. When I have a problem understanding something in my English class, I always my teacher for help.	2.88	1.011	High
13. My English teacher is a great source of inspiration to me.	2.87	0.887	High
\bar{X}	2.86	0.92	High

The descriptive statistics in Table 3 show the mean score and standard deviation of the four items for teacher encouragement. The results show that teacher encouragement was highly motivated toward learning English, as their average score was over 2.50 points out of a total of 4 points.

**Table 4** Mean scores and standard deviations of English Class Anxiety

Items	\bar{X}	S.D.	Meaning
14. I remember things I have heard in class better than things I have read.	2.73	0.862	High
15. I learn better by reading what the teacher writes on the chalkboard	2.69	0.919	High
16. I learn better in class when the teacher gives a lecture.	2.82	0.945	High
17. Pictures help me understand what someone says.	2.86	1.016	High
\bar{X}	2.78	0.94	High

The descriptive statistics in Table 4 show the mean score and standard deviation of the four items for English class anxiety. The results show that English class anxiety is low, suggesting that the students are highly motivated toward learning English as the average score for comfort and learning ease in the classroom was high, over 2.50 points out of a total of 4 points.

The analysis of motivation in Table 2 shows the mean score was 2.74 and the standard deviation was 0.99. The mean scores are interpreted as 'high' motivation. Table 3 shows the mean score of 2.86 and the standard deviation of 0.92. The mean scores are interpreted as 'high' motivation. Table 4 shows the mean score was 2.78, and the standard deviation was 0.94. The mean scores are interpreted as 'high' motivation for learning English. In all three categories, the students reported receiving help, praise, support, and encouragement from the parents, teachers, and the classroom environment.

In the following Table 5, descriptive statistics (Means and Standard Deviation) were computed based on the students' responses to the integrative motivation and instrumental motivation questions. The descriptive statistics of the integrative motivation level, the instrumental motivation level, and the students' total motivation level are presented in Table 5.

Table 5 Descriptive statistics of Motivation Level

Items	\bar{X}	S.D.	Motivation level
Integrative motivation	2.87	0.91	high
Instrumental motivation	2.84	0.98	high
overall	2.85	0.94	high

The descriptive statistics in Table 5 show the mean score, standard deviation integrative motivation, instrumental motivation, and total motivation. As indicated in Table 5, the total motivation is at a high level ($\bar{x} = 2.85$, S.D. = 0.94). Both the integrative motivation ($\bar{x} = 2.87$, S.D. = 0.91) and the instrumental motivation level ($\bar{x} = 2.84$, S.D. = 0.98) are at a high level. The mean score of instrumental motivation is slightly higher than integrative motivation. Therefore, the primary motivation to learn English among the students is to pass the test and get a high-paying job.

4.2 Results of the Interviews

The interviews were conducted on three participants. The first interviewee was a teacher aged 58 years old and has lived in this community for more than 35 years. He teaches social studies and Thai history. The second interviewee was the community leader aged 52 years old and has lived in this community for more than 51 years. The last one was a coffee seller aged 55 years old and has lived in this community for more than 54 years.

The objective of this interview was to understand how the socioeconomic factors impact motivation among primary school students in English language learning. To answer this research question, data were obtained from three interviews. The interviews were conducted in the Thai language with the three informants and lasted 20-25 minutes per person. The transcript of the three interviews was translated into English by the researcher.



Open Coding

From the interview data, the researcher identified three concepts for further analysis as the following:

- Employment
- Occupation
- Skill level/work experience

Axial Coding

Axial coding creates themes or categories by grouping codes or labels given to words and phrases (Strauss & Corbin, 1990). Axial coding involves identifying a final set of categories and relationships among them. In this interview, there are two axial codings: work experience and work level.

Selective coding

The interview results show that although the parents' behavior and beliefs do influence their children's ability and motivation to learn English, the environmental impact of their low-skilled employment and subsequent home environment adversely affects the learning motivation among the children. From the survey questionnaire, parents try to support their children to learn English. However, results from the interviews indicate that there are factors relating to socioeconomic statuses, such as parents' educational level, occupation, and income that negatively impact learning and academic achievement.

Interview Results

The cumulative results of the interviewee responses are summarized as follows that the majority of the population in this area are Buddhists. There are many factories around the community. Most people work in factories. There are more than 15-20 students in this district who study in this school. Most students study at this school because it is near the factories where their parents work, near their house, and they do not have to pay a school fee. Most occupations of people in this area are low-skilled employees, farmers, public servants, merchants, and taxi drivers. Many people in this area moved from another province to find a job. They work long hours and some families do not have the time to take care of their children. Some students have to live with their grandfather, grandmother, aunt, uncle, foster father, or mother. Some students are home alone when their parent goes to work in the evening or early morning. Some students have to help their parents with work late into the night. Interviewers thought that English is very important, but it is more suitable for the new generation only. The new generation has to learn English important because it is an international language, a good skill for finding a good job, a high salary and good opportunities. It is not suitable for the interviewer because they don't like English and don't speak English in daily life and English very hard for them.

4.3 Discussion

The results of this study suggested a need for more support for the primary students to their levels of integrative motivation towards English language learning. The findings showed that the students wanted support from their parents and teacher encouragement to reduce their anxiety with English language subjects. The survey results also indicated that the students feel well supported by the parents with a mean score of 68%. The overall mean score of parents' encouragement stands at 2.74 out of a four-point Likert scale. The overall mean score of teacher encouragement is 71%, with a score of 2.86. The teacher is also an essential support for the students' motivation. The overall mean score of English class anxiety stands at 2.78 or 69%. This result suggested that anxiety may affect the students' learning of English. Anxiety is a feeling of nervousness when the students try to communicate in English.

Finally, the level and main type (integrative or instrumental) of the primary students' motivation for English language learning, based on comparisons of different types of motivation (integrative and instrumental), indicated that instrumental motivation and integrative motivation are both high. However, instrumental motivation is somewhat higher than integrative motivation. The students like to learn English, they like to watch English cartoons in their free time, and some students like to sing English songs. They would like to pass the English tests and speak English with a foreigner. Most students thought that English



is very important because it is an international language and if they speak English, they will get a good job, high salary and have many opportunities in the future. Some students said that when they grow up, they would like to travel overseas. The results of this study are consistent with Moivaziri (2008) who found that the students were highly motivated in both instrumental and integrative orientations.

5. Conclusion

The students in primary schools need a high level of motivation towards English language learning. Parental encouragement and teacher encouragement results in increasing the motivation of students. The critical factors from the environment that impact a child's learning are parents' behaviors and beliefs, socio-economic status, and the community. These environmental factors can negatively impact the learning of students, even if the teacher provides encouragement and opportunities for the students.

The results from the survey indicated that the students have high motivation to learn English and thought that English is essential, but the interviews revealed that the adults in their community believe that English is very important only for the young generation. Additionally, family environments, parent community, occupations, and socio-economic combined with the anxiety resulted in a lack of academic support for the children. Research has documented that the difference between socioeconomic status, income, and poverty results in educational inequality. Income is essential for developing children. The children who live in a high-income family will have many privileges such as better health, environment, opportunities, and education. For some students who live in a high-income family, the parents can pay for private education; they can learn in an international school, bilingual school, or private English language course.

On the contrary, the children who live in low-income or high-poverty environments do not have these support features. Some students rarely have the chance to learn and do not have parents to take care of them. Also, even though some parents do try to support their children, they do not have the income to provide for an adequately safe and low-stress home life, and they cannot pay for the education of their child because they have to work hard for a low income. Some students cannot go to school because they have to help their parents work, take care of their younger sister or younger brother, and others do not have money to go to school. These factors result in social inequality that is perpetuated with every generation.

Moreover, the parents' behaviors and beliefs influence their children's English learning. If the parents speak the target language at home, their children can speak the target language and achieve in learning the target language. Parent factors are very important, they have influenced their children's achievement. Parent income, occupation affect their child's development and motivation for learning (Goto & Butler, 2013: 16). Children need the support of their parents. However, families with low income must focus on housing, food, clothing, and health care more than their child's education. Therefore, the results of this study suggested that, without financial support, most of these parents will not have time to provide educational support for their children (Okioga, C. K. 2013:40).

This study also suggested many recommendations for teachers, schools, peers, parents, and the Government. The teachers should be friendly with their students, try to make them feel relaxed, develop a new teaching method, and improve the quality of teaching for each student. The teachers can use group work and team-building to increase the students' motivation to learn English to encourage them to study English. Thai teachers should speak English with students and use English in other subjects such as Maths, Science, P.E., and Art. Schools should hire more trained native speakers or bilingual English speakers as English teachers. Schools should develop English language materials such as computer-assisted instruction (CAI) and multimedia material. Besides, the schools are encouraged to provide more fun activities using English such as singing, acting, and talent shows. The students should be encouraged and rewarded if they pay more attention and interacting in their English class. They should be provided with more opportunities to practice listening, speaking, reading, and writing English during class time and at home. The students should be motivated to speak English with their peers to develop themselves.

Furthermore, because parents are the main factor that results in the motivation of students as if they are the first teacher, the family's contributions and influence are critical supports to the educational outcome



of learners. Therefore, the parents should be encouraged to introduce English materials to their children at home, such as English movies and books. Finally, the Thai government must provide adequate financial support for English language learning. The number of hours spent learning English at school should be increased in addition to recruiting qualified English language teachers.

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