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Importance of Conducive Classroom Climate, Positive Self-Concept and Motivation for Pakistani EFL Learners

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Abstract

This paper measures the importance of conducive classroom climate, positive self-concept and motivation for Pakistani EFL learners. Data were collected through randomly selected sample of 110 Pakistani EFL learners from both the public and private institutes. The simple data need no complicated statistical formula for analysis to maintain clarity and objectivity. So, data were simply elaborated through tables and diagrams. Finally on the basis of findings, a number of generalizations are made in relation to the importance of conducive classroom climate, positive self concept and motivation for Pakistani EFL learners. There are also given some recommendations that may help Pakistani teachers and EFL learners to achieve effective learning outcomes in future.

Keywords: Motivation, EFL Learners, Conducive classroom climate and positive self-concept

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1. Introduction

The importance of conducive classroom climate, positive self-concept and motivation cannot be denied as far as the effective EFL learning is concerned. It has been widely accepted by both the teachers and researchers that conducive classroom climate, positive self-concept and motivation are the factors that have significant influence on the success and the rate of EFL learning.

Edwards (1974) says that every child desires to be accepted, to be with a group, and to be a part of that group. Thus, the assumption can be made that a class characterized by congenial, supportive and harmonious social relationships is more conducive to academic achievement than one in which this atmosphere is missing.

Schwartz (1972) believes that self-concept is based on four factors: competence, significance to others, virtue (doing the right thing), and power (influence in the individual's social structure).

Brown (1973) opined that, with training, the teachers were able to modify their classroom actions in ways that did result in students regarding themselves more positively. From the teacher's point of view, the most important consideration is what he/she can do in his/her class to improve the self-concept of the students.

Brown (2001) states that the motivation is the intensity of one's impetus to learn. The integrative motivation means that learner is pursuing a foreign language for social and cultural purposes. In this purpose, his motivation can be of high level and low level. In instrumental motivation, the learners study a language in order to further a career or academic goal. Their intensity of motivation can be high or low.

History reveals that integrative/instrumental dichotomy originally proposed by Gardner and Lambert (1972) has been the focus of researchers. According to Deci and Ryan (1985) and Lepper and Hodell (1989), the researchers looked at intrinsic & extrinsic motivation later on. Intrinsic motivation is without external inducement while the extrinsic is with external inducement.

2. Literature Review

Ditaul R. C. (2012) opined that the students were highly motivated with positive attitude towards learning English. They were both instrumentally and integratively motivated. It was also found that external factors could not affect the learners' motivation.

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Chang L.Y.H.(2010) concluded that class group influenced EFL learners' motivation. It was found that the students felt relaxed with the motivated class mates. In this way, their own motivation was increased. It was also found that the unresponsive learners could demotivate their class fellows.

Thanasoulas, D. (2009) was of the view that the teachers could not motivate the students to learn without accepting their personalities and studying their social and psychological make-up.

Christo Moskovsy and Fakieh Alrabai (2009) argue that instrumental motivation plays more important role than the integrative motivation as far as EFL learning is concerned. It was also concluded that integrative motivation is more relevant to ESL learning.

Moiinvaziri M. (2009) presented that English language learners were motivated instrumentally and integratively at the same time. His opinions were different from those researchers who believed only in instrumental motivation in foreign language learning. He concluded that the students were highly motivated towards learning English as a foreign language.

Green, J et el (2006) explore that improved self-concept and motivation are deeply linked with academic achievement. Self-concept and motivation cause academic achievement and academic achievement causes self-concept and motivation.

Rao K. (2005) gave his opinion that task-oriented assessment and development of online material could enhance the motivation among EFL learners. His study was on Saudi learners perspective.

Al-Otaibi (2004) opined that motivated learners could pay high cost and even make sacrifices to achieve their goals in learning foreign language. It was also found that motivated learners could learn language more effectively.

Dornyei (2001) opined that it was important to maintain the learners' self-concept and increase their self-confidence for effective language learning. It was further discussed that the teachers could increase self-confidence among their students by giving weight to their contribution.

Al-Hazemi H. (2000) argued that the learners with strong desire to learn language could achieve high level of competence in target language. The learners would actively accomplish their learning goals.

MacIntyre (1999) supported the fact that the tense classroom climate de-motivated the students and effective language learning was unlikely to be found in such an environment. He opined that a safe classroom climate was ideal for motivation and students felt comfortable to learn language in this climate.

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Good and Brophy (1994) believed that motivation could not be developed in stressful and chaotic classroom. It is responsibility of the teachers to create effective learning environment in classroom. Alienated students cannot have motivation to learn language. Effective language learning only occurs within a relaxed and conducive classroom climate.

Gage and Berliner (1975) talk about two types of student behavior problem that impede learning process. Firstly, the students possess much undesirable behavior that includes physical aggression and challenge to teacher's authority. Secondly, there is a less undesirable behavior on the part of student when he does not take interest in completing his assignment given by the teachers. The present research concludes that these behavior problems that affect the smooth learning of language can be solved with the help of motivation and conducive classroom climate.

Grittner (1974) is of the view that the students must be realized that they do creative work when they learn language. In this way, level of interest and motivation can be enhanced among language learners.

Oliva (1972) opines that the performance of the language learners can be made better by giving them appealing assignments that can make them motivated. The students will complete these assignments with keen interest and their class performance will be improved.

Greenwood et al (1973) float their opinion that facilitation of learning and commitment to teaching are the factors that can make the language learning process smooth. Facilitation of learning is to promote the students' motivation by improving their self-concept.

Ellsworth (1967) demonstrates that the students usually feel themselves being unlovable and being unable to cope with learning process. These factors hinder the learning of students. Teachers can remove this negative self-concept of the students by giving them motivation and confidence.

3. Methodology

The study was quantitative in nature. Data were collected from a group of 110 Pakistani EFL learners. Only volunteers who gave their consent were recruited. Selection of participants (including their gender) was completely random from both the public and private sector institutes. In terms of gender, the participant group was divided involving 58 males (52.73%) and 52 females (47.27%). See the chart below:

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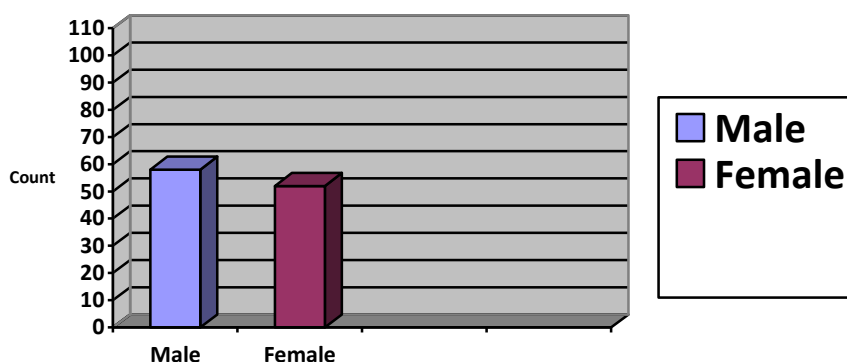
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Participants were guided to complete questionnaire .106 out of 110 participants (97.37 %) returned questionnaire with responses on all 30 questions. The remaining four were incomplete and have been excluded from the analysis. The questionnaire included 30 questions devised to measure three variables: conducive classroom climate (items 1-10), positive self-concept (items 11-20) and motivation (21-30).The questionnaire was designed on Likert scale. The participants had to select one of the five possible options which were assigned numerical values ranging from (0) to (4) as under:

Strongly disagree	1
Disagree	2
Don't know	0
Agree	3
Strongly Agree	4

Data collected through questionnaire was simple in nature. So, the researchers simply elaborated the data through charts and diagrams.

4. Results and Discussions

Chart 4.1.1: Male

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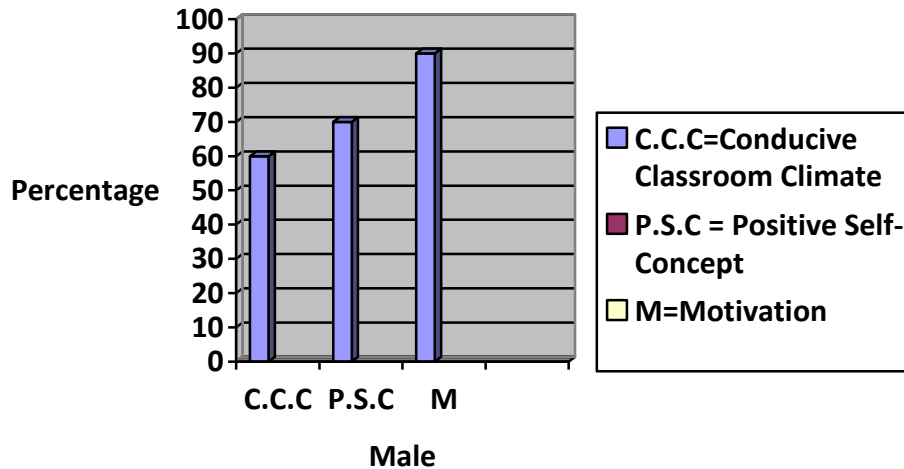


Chart 4.1.1 shows that 6 questions out of ten in first section of the questionnaire regarding conducive classroom climate are agreed by all the male respondents. Remaining four questions are disagreed so the ratio is 60 %. In section two, seven questions out of ten regarding positive self-concept are agreed and the remaining three are disagreed by all male respondents so the ratio is 70%. In last section, nine questions out of ten regarding motivation are agreed and remaining one is disagreed so the ratio is 90 %. Data collected from male members indicates that the motivation is considered the most important factor that increases the rate and success of EFL learning. Secondly, they gave importance to positive self-concept in learning. As far as effective language learning is concerned, less importance is given to conducive classroom climate.

Chart 4.1.2:

Female

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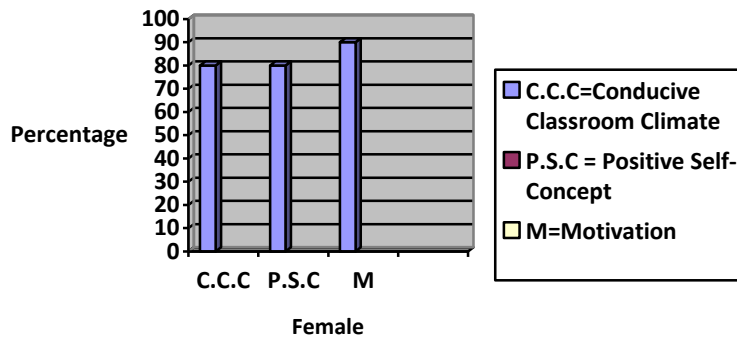
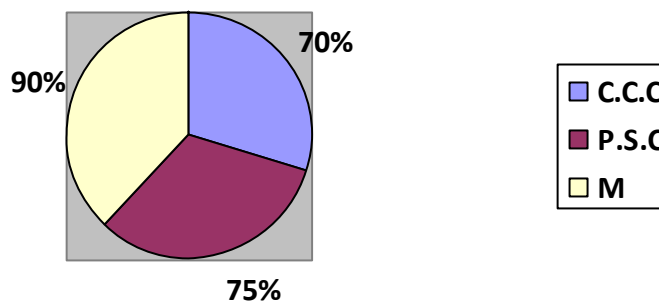


Chart 4.1.2 shows that eight questions out of ten in first section of the questionnaire regarding conducive classroom climate are agreed by all the female respondents. Remaining two questions are disagreed so the ratio is 80 %. In section two, again eight questions out of ten regarding positive self-concept are agreed and the remaining two are disagreed by all female respondents so the ratio is again 80%. In last section, nine questions out of ten regarding motivation are agreed and remaining one is disagreed so the ratio is 90 %. Data collected from female members indicates that the motivation is considered the most important factor that increases the rate and success of EFL learning. Secondly, they gave equal importance to positive self-concept and conducive classroom climate for effective EFL learning.

Chart 4.1.3
Cumulative

4.1.3 (Commulative)



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Chart 4.1.3 shows the cumulative results of the data collected from both male and female participants. The cumulative results indicate that the motivation is considered the most important factor that increases the rate and success of EFL learning. Secondly, the importance is given to positive self-concept for learning English as a foreign language. Thirdly, the conducive classroom climate is considered for effective EFL learning.

5- Conclusion

EFL learning can be made more effective by increasing motivation among the students. It is agreed by all the teachers and researchers that the learners will achieve their learning goals effectively and enthusiastically if they are highly motivated.

Effective EFL learning is only possible in conducive classroom climate. No researcher denies the importance of safe classroom environment. This environment motivates the learners to learn. Stressful classroom environment hampers effective EFL learning.

Researches made in this area support the view that it is very important to maintain learners' self-concept and self-confidence for the sake of effective EFL learning. Self-concept of the students can be improved by accepting their personalities and by giving importance to their classroom activities.

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