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Research Article

Reluctance of Active participation in the EFL Classrooms at Nangarhar University

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Abstract

Students' reluctance in participation is one of the most common problems in most of the EFL classrooms. The present study was an attempt to find the factors that cause students' reluctance in participation in the EFL classrooms at Nangarhar University. The questionnaires that contained twelve questions were distributed to senior and junior classes of English Department. It was investigated that there were some factors such as large number of students, shyness from the opposite gender, weak background of English, fear of being laughed, no preparation, having no self-confidence, lack of teacher motivation, having no interest in the subject matter, having no equal chance for participation, negative traits of teacher, and much homework prevent students from active participation in the class. Some of the best strategies that have been recommended by the participants included to minimize the number of students in class, to arrange separate classes for male and female students, to increase teacher motivation, having mutual relationship between teacher and students, self-preparation, using different teaching methodologies, and to avoid laughing of students on the participated students. The findings of this research help teacher and students to find obvious reasons of students not participating in the class.

Keywords: *Classrooms, EFL, Factors, Motivation, Reluctance, Strategies,*

Introduction

الحمدُ للهِ الذي حثَّ على العلمِ والعملِ، والصلاةُ والسلامُ على رسولِ اللهِ محمدٍ ﷺ، الذي قال: «مَن سلك طريقًا يلتمس فيه علمًا سهّل الله له به طريقًا إلى الجنة».

Islam places great importance on seeking knowledge and actively participating in learning.The Holy Qur'an encourages believers to increase their knowledge and benefit themselves and others.Therefore, hesitation, shyness, and fear should not prevent students from participating actively in educational activities.In EFL classrooms, active participation can help learners develop confidence, communication skills, and useful knowledge.Thus, overcoming reluctance to participate in English language classrooms is consistent with the Islamic emphasis on seeking knowledge and contributing positivity to society.

Participation can be seen as an active engagement process which can be stored into five categories: preparation, contribution to discussion, group skills, communication skills and attendance (Dancer & Kamvouniss, 2005). Participation also has been defined as "the number of unsolicited responses volunteered" (Burchfield & Sappingion, 1999, P.290).

Learning is a partnership between teacher and student. Every one of them is responsible to maintain and promote this partnership, but students are largely responsible for their own learning especially at university level. Students at university level are largely expected to improve their education level. One of the factors that students can enhance their education level is to be interactive in the class. The expectation of teachers from their students is to be participative in the class both orally and in the written form. Taking participation in the class is one of the characteristics of good students. According to Wade an ideal class is one in which the students are interactive, learning and listening to teacher and friends' ideas, comments, and questions. Participation of students in classrooms is undeniable for learning effectively. In most cases students can learn from their friends while discussing a topic. By participation in class students' self-confidence can be increased.

Research problem

Different kinds of teaching methods such as Audio lingual, TBR, DM, GTM etc. have been tested in different contexts for a longer period of time. Now it is the trend of Communicative Learning Teaching (CLT). Communicative learning teaching expects students to be highly involved in their learning process. Most of the teachers complain that their students are silent in their classes. Students' participation in the EFL classrooms is passive. Majority of the students are reluctant to participate. Sometime it may happen that in fact a student knows the answer of a question, but he or she cannot express and share his or her thought in the class. Students' reluctance to participation in the class can prevent them to share their ideas and thoughts with their classmates. Their resistance to participate orally can decrease their mutual interaction. Students' non participation in class can affect their leaning process especially their final grades.

Objectives

The general objective of this study is to avoid the barriers of learning process. The specific objectives of the study are:

To prevent the reluctance of students' active participation in the EFL classrooms

To identify the strategies preventing students' reluctance in participation at Nangarhar University

Research Questions

This study is going to answer the following questions.

1. What are the reluctances of students' active participation in class?
2. What are the best strategies that can respond students' reluctance in participation?

Significance of the Study

The significance of the research lies in the point of creating an effective oral communicative environment by avoiding the students' reluctance about participation in the EFL classrooms at Nangarhar University. Another significance of this study is to improve students' self-confidence.

Literature Review

The study is going to discuss the reluctance of students' active participation in the EFL classes. Many studies have been conducted about the reluctance of active participation in the EFL Classrooms in different contexts worldwide and different reasons of reluctance have been explored which are going to be discussed in this part of the article.

Defining and Measuring participation

Participation can be seen as an active engagement process which can be stored into five categories: preparation, contribution to discussion, group skills, communication skills and attendance (Dancer & Kamvouniss, 2005). It can be also defined as "the number of unsolicited responses volunteered" (Burchfield & Sappingion, 1999, p.290).

Wade (1994) considered the "ideal class discussion" as one in which all students were participating, learning, and listening to others' ideas, comments, and questions. Student's engagement which consists of four factors: skills, participation, emotional and performance is becoming increasingly important in higher education (Handel man, Briggs, Sullivan, & Tower, 2005). In-class participation has become increasingly important with millennial generation students who want more interaction from their classrooms (Allred & Swenson, 2006; Howe & Strauss, 2000). The students' active participation can be affected by some teaching styles. The participation of students decreases when a teacher uses lecture for a longer period of time (Phoenix, 1987).

Benefits of Class Participation

There is strong evidence for the importance of participating in class (Lyons, 1989, Petrels, 2006; Weaver & QI, 2005). Participation is a way to bring "students actively into the educational progress" and assist in "enhancing our teaching and bringing life to class rooms' contexts (Cohen, 1991, p. 699).

The Reluctance of Students Active Participation

Majority of the Asian students do not come to the class with adequate preparation. According to Tani (2005), it is obvious If a student does not come to the class with enough preparation, he is not expected to take part in the class. Lee and NG (2010) have claimed taking participation in the class can be built

by the learner himself and by the class situation. They have found that by teacher's interaction with students the reluctance of participation can be removed.

The Effects of not participating in the Class

The students who are not active in the class cannot be successful students. He or she cannot get much benefit of what is going on in the class. The passive students do not cause themselves only but can create problems for the whole class. By not participating in the class, they can kill the interest of teacher and other students. Petress (2001) argues that non-participating of students might negatively influence the class by decreasing the effectiveness of teacher and motivation of other students.

Recommended Solutions

As wade (1994) has stated that an ideal class is one in which all students participate actively in the class: sharing ideas, group discussion, asking questions and giving comments. From this definition it can be seen that there may be the cases in which students are reluctant to participate in the class. So, it is required to find the possible solutions for the reluctance of students' active participation in the class. Isenberg (1991) has suggested that small group discussion is one of the solutions for the reluctance of students' active participation in the classrooms. It means we should try to use student center method. Morgan has said that "Critics have asserted that the traditional stand and style of teaching no longer works. It fails to develop students' critical thinking, problem-solving skills, and furthermore, it suppresses natural creativity and curiosity.

The reluctance of Students Active Participation in EFL Classes in Different Countries

Many researches have been conducted about the reluctance of active participation in the EFL classes in many countries. Some of the results of these researches are similar but some are different.

The Reluctance of Active participation in Iranian Universities

The study that has been conducted in Iran reveals that different students have different opinions that why they do not take active participation in the class.

Bakhtash & Chalak (2015) argue that majority of the students do not participate in the class because of the fear of making mistakes. Some students had responded that they get embarrassed while speaking in front of the class (Bakhtash & Chalk, et al., 2015). Their findings further show that some students cannot participate in the class due to negative evaluation by the teachers. Some of the findings showed that students cannot participate in the class because of low self-confidence. Lack of proficiency in English language and large number of students in one class are other resistances for students to take part in the class.

The possible solution that has been recommended to the students is that Iranian students need time to think about what did they study in the class? After that, they can participate actively in the class orally (Bakhtash & Chalk, et al., 2015).

The Reluctance of Active Participation in Ethiopian Universities

The research that has been conducted on Ethiopian students also indicates some significant findings. Speaking in front of the whole class is a tough and one of the challenging tasks for the students of Ethiopia (Dawit Tesfaye Abebe & Damis G/Tsadik Deneke, 2008). Their findings further show that the resistances that are mainly concern about the student's participation in the classrooms are the following.

Lack of Preparation

If a person is physically and mentally not prepared, definitely it will be tedious and tough job for him or her to present or participate in something. Fifty three percent people in Ethiopian universities feel anxious when speaking English without adequate preparation. Contrary students feel more confident and participate actively when they have enough preparation (Abebe & Deneke, 2015). They further claim that calling on students suddenly is another reason that can increase students' anxiety which in turn decrease students' participation.

Incomprehensible Input

Incomprehensible input is also undeniable in the reluctance of student's active participation in the classrooms. If a student does not understand what is saying

then, how he or she is expected to answer a question or participate in the class (Abebe & Deneke, 2015).

Fear of Volunteering to Answer or Ask a Question

Some of the students feel anxious when teacher ask them to answer a question or ask a question about the topic voluntarily. This finding is consistent with that of Liu and Littlewood (1997) who reported that the learners in their survey get anxious if they raise comment and ask question during English class.

Shyness

Allah (SWAT) has created human being with shyness in his or her nature from the opposite gender. Therefore, they cannot present something in front of the others. According to Mocroskey (1992) shyness is a behavior that could be the result of any one or the combination of the following factors: Social introversion, unfamiliarity with academic discourse, lack of confidence in subject matters and communications apprehension.

Fear of being mistaken and Laughed

Some of the students do not take participate in the class because they have the fear of making mistakes. They think that if they make mistakes, they can lose their faces in front of the others.

Fear of Negative Teacher Traits

Abebe and Deneke (2015) argue that teacher negative traits can cause the reluctance of students' active participation in the class. Teachers' negative traits mean poor teachings skills and impatience. Destructive criticize, harshness and seriousness of teachers are the others obstacles for students' participations in the class

Fear of Negative Teachers' Evaluations

According to Abebe and Deneke (2015) some of the people do not take part in the class because they think that teacher will evaluate them negatively when they give wrong answers.

Class Arrangement

Class arrangement is one of the crucial points in students' participation in the class. According to Abebe and Deneke (2015) argument, one of the most

important factor by which the measurement of participation in the class can be judged is the arrangement of classrooms. The teachers should arrange their classrooms in different effective and comfortable manner that can enhance students' participation.

Lack of Self Confidence

Self-confidence is very important for presenting your own opinions. Lack of self-confidence can prevent students from participating in the class. As it is cleared that speaking has a lot of anxiety, so it is difficult for students to participate orally in front of the class.

Comparison with Peers

As it is the nature of human beings that they feel stress by seeing themselves weaker from their competitors in every field. In the same way it is unwillingness for students of language to feel themselves weaker than their competitors.

Self-esteem

Self-esteem is also crucial point for the measurement of student's participation in the class. Some of the students do not participate in the class because of low self-esteem. Students who have high self-esteem sit in front of the class and take part actively. On the contrary students who have low self-esteem sit in back of the class and are reluctance to participate in the class (Abebe & Deneke, 2015).

Lack of Practice

Lack of practice can be caused by different factors such as shortage of time and large classes. If students are provided with less amount of time for a class so, the teacher will have less capacity to provide students with chances to take part in the class. In the same way if there are a large number of students in the class, so less opportunities will be given to students to take part in the class. In either case the students' participation can be affected.

Lack of Interest in English

According to the research that has been conducted in Ethiopian University by Abebe and Deneke in 2015 also reveals that one of the reasons of students not participating in the class is the deficiency of students' interest in English

language. Some of the students do not like English language so they do not want to speak and write English Language.

Low level of English Proficiency

Some students cannot participate in the class because of their low level of English proficiency. Some students show their agreements with the statement "I think what keep me reluctance is my poor English proficiency: poor vocabulary, poor pronunciation, weak grammar, poor fluency. Shortage of opportunities for practicing English outside of the classrooms and fear of losing face in front of the audience are the other factors of the reluctance of students' active participation in the classes (Abebe & Denake, 2015).

The solutions that have been recommended to Ethiopian students includes: learning anxiety must be avoided, to find peer for students to participate actively, and to apply communicative language teaching (CLT).

The Reluctance of Students Active Participation in Honkong

According to Liu and Littlewood (1997) Students in Honkong cannot participate in the class without prior planning. Some students cannot participate in the class because of lack experience in speaking English, lack of self-confidence and the mismatch between teacher opinions.

The recommended solutions for Honkong students are: Before entering to the university, the students must have enough experience in English oral skills and they must try to use these skills while participating in the class. Teachers must try to explore useful strategies for participating in the class. These strategies include the description of the benefits of active participation in the class, to move away from the social culture attitude, providing feedback for students on participation in the class, creating situation for effective participation in the class and to score the active participation of students in the class.

The Reluctance of Students' Active in Saudi Arabia

Speaking in Front of the Whole Class

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking. Thet study found that 64.2 % of students are afraid of

speaking in front of others in class. This finding is similar to that reached by Koch and Terrell (1991) and Young (1991: 429) who found that more than sixty-eight percent of her subjects reported feeling more comfortable when they did not have to get in front of the class to speak. To speak in front of the whole class is a potentially risky business in many students' eyes. However, students feel a lot better when they are not required to face the whole class.

Lack of Preparation

Lack of preparation is another cause of students 'reticence to participate in English language class. The finding of the study revealed that 34% 0f students feel nervous when speaking English without any preparation. This finding is consistent with that of the Study carried out by Mustaphaa, Nik Abdul Rahman, and Yunus (2010) who found lack of preparation, fear of appearing unintelligent to their classmates or instructors, and feeling intimidated make students become less inclined to participate.

Calling on Students

Calling on students is another big problem for students' active participation. The students say that their heart beat increase when they are called to ask a question or to respond a question.

Another noted reasons of students' not participating includes incompressible input, fear of making mistakes, shyness, fear of negative teacher's traits fear of teacher evaluation, teacher correction, lack of confidence, class arrangement, self-esteem, comparison with peers, lack of practice, class presentation, test anxiety, peer evaluation, lack of practice due to class time, lack of practice due to class size, lack of interest in English, poor pronunciation, lack of practice due to English proficiency, lack of vocabulary, lack of grimmer, lack of fluency, and fear of losing face in front of the audience are the other causes of students' reluctance in participation in Saudi Arabia.

Methodology

Research Design

This study is based on mixed approaches quantitative and qualitative. The quantitative component is applied by questionnaire to find out participants'

ideas based on their perspective, while the qualitative approach is based on open-ended question given to students to suggest the best strategies for implementation in order to avoid the reluctance of students' active participation in the class.

Data Collection Tool and its Reliability

The data of the current study was collected through questionnaires containing close ended and open ended questions. The questions in questionnaire were adopted from previously conducted study (Bakhtash, F. & Chalak, A., 2015). Furthermore, the adopted questionnaire was then checked and revised by supervisor and research experts to ensure the validity and reliability of the research tool.

Data Analysis

The collected data is analyzed through manual procedures and Microsoft Excel. Initial manual analysis was conducted to verify data accuracy and consistency before entering the data into Excel for further processing and visualization. The open-ended question was analyzed qualitatively through thematic analysis, where responses were reviewed, categorized, and interpreted to identify common themes and insights that complemented the quantitative findings. This mixed approach used in data analysis is used to ensure a comprehensive and systematic analysis of the research data.

Ethical Considerations

Ethical considerations were taken into account throughout the research process. Before data collection, the participants were informed about the purpose of the study and the nature of their participation. Participation was voluntary, and the participants were informed that they could decline to participate or withdraw from the study without any negative consequences.

The participants were not required to provide information that could directly identify them, and the information collected was treated confidentially. The data were used only for academic and research purposes. The researcher also sought the necessary permission to conduct the study and ensured that the participants were treated respectfully throughout the data-collection process.

Research Limitations

The information collected in the present work is gained through questionnaire containing both close-ended and open-ended questions. However, no space was provided to observation and unstructured interview. Furthermore, the data is collected form a small number of participants and from a single academic context, Nangarhar University.

Findings and Results

When a question is asked from the students of EFL classrooms would you like speaking English? Most of the students will resound yes. In the questionnaire of this research one of the questions was that would you like speaking English? Ninety-five percent of the students were strongly agreed. Then, a question arises that why most of these students do not participate in the class? Three main factors of causing students' reluctance to participate in the class that were revealed from students' responses based on questionnaire are demonstrated in the figure below followed by description.

One of the explored results about students' reluctance to participate actively was high number of students in language classrooms. More than fifty percent participants of the research stated that one of their main reasons of not participating in the class is huge number of students in class. The respondents further argued that the number of students in a single class is not in proportion to the given time for a single period. One of the students said because of large number of students in the class teacher cannot give them equal chance to participate. One of the female students argued that it is impossible for her to take participation around hundred students. It was investigated that number of students in a single language class was not appropriate for participation. There were about seventy to hundred students in one class and the devoted time for a single period was fifty minutes. So, it was impossible to give chance to each student for participation in the class.

The second expected result that was proven by one of questions in questionnaire was the feeling of shyness of students from the opposite gender sitting in the same classrooms. They said that they cannot participate in the class because they become shameful from the opposite gender while speaking English in the class. One female student stated that her main reason for not participating in the class is the effect of co-education system. One of the male

students argued that the most barrier for his not participation in the class is mix education system. One of the male students stated I feel comfortable while discussing a topic with male students, but I become under pressure while presenting an issue in front of female students.

Some of the participants respond that they cannot participate in the class because of having no preparation. They do not know what to say because they are not well prepared. One of the respondents said that he cannot participate because of the lack of Knowledge in the topic. One student was on the belief that he cannot participate because of not self-study.

One of the reasons of students not participating in the class was related to English background of students.

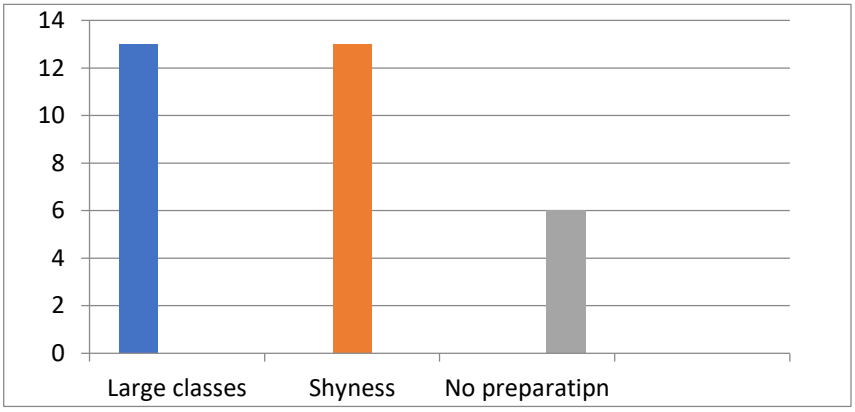


Fig.1. Main reasons of not participating in the class.

When the students were asked about the time of starting English, seventy-two percent (72%) students answered that they have started English as a subject at High school. Sixteen percent (16%) students answered that they have started English in the intermediate level. Twelve percent (12%) students respond that they have started English as a subject in the primary schools.

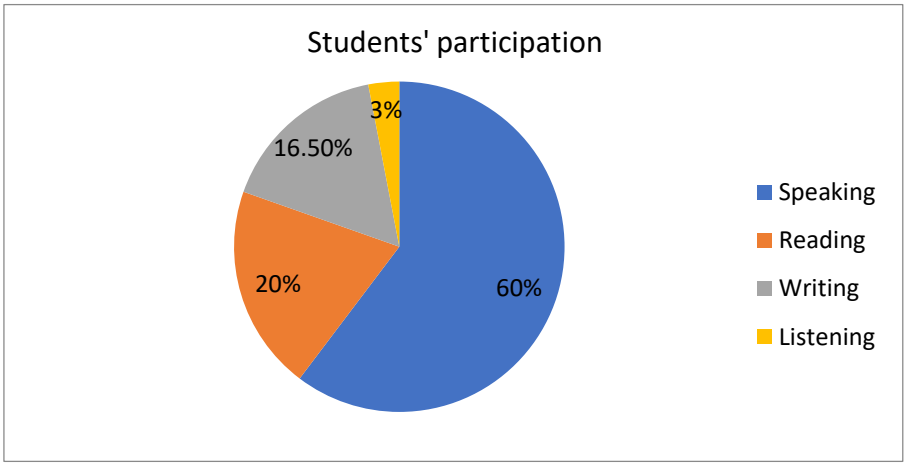
Some respondents stated that their resistance of not participating in the class is having no self-confidence. One respondent responded that he cannot stand in front of the class because of having no self-confidence. It was investigated that some students are well prepared but they cannot participate because of having no self-confidence.

It was found that some students are reluctant to participate in the class because teacher cannot motivate them to participate in the class. According to some students reports one of the barriers of their not participating in the class is that some teachers do not motivate their students to participate in the class.

According to the findings some students are reluctant to participate in the class because of having no interest in the subject matter. One of the students argued that he cannot participate in the class because he is not interested in the English subject. It was also found that few students have no interest in participating in the class so they do not participate.

It was investigated that majority of the students take participation in the class based on the skills of language. When students were asked that in which skill of English language, they are more eager to take part., they came up with their own interests as shown in the pie chart.

Fig.2. Students Participation in English language Skills



The results showed that some of the students cannot participate in the class because they are not given equal chance to participate in the class. Thirty-two percent of the respondents were agreed or strongly agree that teacher do not give them equal chance to for participation in the class.

It was also found that some the students cannot participate in the class because they think that they will assume that their friends will think negatively about them. One respondent stated when a student participates in the class; he/she

thinks that his/her friend will laugh at him or her. One of the participants of this study mentioned that some of the students think that when I participate in the class and give wrong information, other students will laugh at me.

Besides positive results some unexpected results were also investigated during the research. According to one of the opinions of a student some students do not participate in the class because they do not show their weakness to their competitors by giving wrong answers.

The teacher characteristics can also influence the participation of students. One of the participants said that teachers' strictness and seriousness can decrease students' participation in the class. A student stated that most of the teachers threat them to fail in the exam, so the fear can prevent them from participation in the class because they are always thinking about exam.

It was also investigated that some students cannot participate in the class because of much homework. Few students stated when a teacher gives them much homework which is out of their control, they become uncomfortable and they make absentees. As a result, they become reluctant to participate in the class. The same respondents further mentioned that some of the students cannot participate because of their economic problems.

When students were asked to suggest the best strategies for avoiding the reluctance of students' active participation in the class, they came up with different ideas which are shown in the following table.

Table.1. Strategies suggested by the participants

No.	Suggested Strategies
1	To minimize the number of students in each class
2	To arrange separate classes for male and female students
3	To motivate students and not offend them
4	To teach lessons based on different activities
5	To increase STT (students talking time) and decrease TTT (teacher talking time)

6	Teacher should teach in friendly manner and with kindness
7	Students should prepare themselves in advance for the next class
8	No laughing at the participated students
9	Teacher and students should respect each other ideas
10	Teacher should monitor students during group discussion
11	To use modern technology in teaching
12	To give students equal chance
13	Teacher should assess the homework and give corrective feedback
14	The teacher should try to give more chance to the calm students
15	To not offend the students because of being mistaken

Discussion

One of the main goals of this study was to find the causes of reluctance of students' active participation in the EFL classrooms at Nangarhar University. The findings of this data support what the researches has expected at the beginning of the research. The first question that has been asked from the students was about the English starting time of students. It was investigated that majority of the students have started English as a subject in high school. From this result it can be interpreted that English background can also influence the students' participation in the class. If a student starts English at primary level, they can become a fluent speaker when they reach to university level. Then participating in English is not a difficult task for him or her. This type of question has not been asked in the research papers that have been cited in this research. One of the expected results that has been proved through this research was the large number of students in a single class. Through interpretation it can be revealed that large number of students in a single class inversely affects students' participation in classrooms. If the number of students increases, the level of participation in class decreases. All the students are not given equal chance to participate because of limited time for

a single period. This result shows similarity with the Bakhtash and Chalk (2005) because they have also found the same result that some of the students cannot participate in the class because of the large number of students in a single class and limited amount of time.

Another important result that has been investigated through this research is the feeling of shyness of students from the opposite gender in the class. Male cannot speak conveniently in front of female students and female students cannot speak comfortably in front of male students. This result shows some similarity with works that have been conducted on Ethiopian and Saudi Arabian universities but their angle and aspect are different from the aspect of this research. In previously conducted works the feelings of shyness was general, but in this research it is specific and it has been related to only opposite or cross gender.

The next investigated result by this research is the lack of preparation of students. Some of the students have said that they cannot participate in the class because they do not come to the class well prepared. This result shows similarity with the result of research that has been conducted on Ethiopian University and the research that has been conducted on Saudi Arabian University students. It can be interpreted from this result that students cannot present something effectively without adequate preparation. They feel anxious when they come in front of the class without preparation.

It can also be interpreted that students' self-confidence can also play a very important in the class participation. If a student has self-confidence, he or she can dearly present his or her own opinion in front of the class. The same reluctance of students' active participation has also been found by other researchers cited in this research paper. Just like Bakhtash and Chalk (2005) have found that some of the students cannot participate in the class because it is very difficult for them to present something in front of the class. Other researches that have been conducted in Ethiopia and Saudi Arabia have also investigated the same result.

Some students reported that they cannot participate in the class because there is no motivation from the teachers' side. The interpretation of this result can be that teacher motivation play a vital role in the students' participation.

Students that are motivated from teacher show better result than the students who are not motivated properly.

It has been found through this research that some of the students cannot participate in the class because they have no interest in the subject matter. If a person has no interest in a task, he or she cannot perform it effectively. They can face with resistance and troubles. According to Abebe and Deneke (2015) some of the Ethiopian University students cannot participate in the class because they have no interest in the English.

Teacher personality can also affect the participation of students in classrooms. If a teacher has good manner, sympathy, respect and kindness with students, they can participate in class effectively and willingly, otherwise cannot.

Another point that can be revealed from the interpretation of the results is that some of the students do not want to show their weakness to their competitor. They cannot participate in the class because they think that if they make a mistake, they will lose their faces in front of their competitors. Abebe and Deneke (2015) have also found the same result through their studies. This result has not been found in other cited researches.

The next point that shows the novelty of this research over other researches is much homework. When a teacher gives to students' homework that is out of their control, they give up and cannot study properly to prepare themselves for the participation in next session.

Conclusion

It can be shown based on the results and discussion in the previous two sections that almost all of the students want to learn English Language and to participate actively in the class, but there are some barriers that prevent them from participating in the class. The major cause of reluctance is the large number of students in one class. Another big problem is the sitting of male and female students in one class because of which students feel shy and cannot participate actively in the class. The next problem is that most of the students come to class without adequate preparation because of which they do not know what to do in the class. Through it can also be shown that student's non participation in the class is also related to the student's English starting time. Majority of the students start English in high school, so it can influence their

participation at university level. Other causes of students' non participation in the EFL classrooms at Nangarhar include having no self-confidence, lack of motivation from teachers' sides, to not disclose their own weakness to their competitors, losing face in front of others, lack of interest in the subject matter, and much home homework.

Based upon the students and educational experts' suggested strategies it should be ensured to avoid the students' reluctance in participation which consist of decreasing number of students in a single class, arranging separate classes for male and female students and to increase students' motivation towards participation.

Recommendations

As it is shown that the current study was only limited to questionnaire (containing open ended and close ended questions), in future if a person wants to conduct research on the same topic, it is recommended that he should observe the class by himself to get firsthand information. Moreover, this research has been conducted at university level. Future researchers can conduct research on the same topic at high school level in order to find the causes of students' reluctance in participation and to find the possible solutions for them. Furthermore, the present study includes a small number of participants. So, the upcoming researchers should conduct the study on large number of participants. Finally, reasearchers recommnad that English language teaching staff should apply the strategies recommended by the experts and participants of this study to reduce reluctance of active participation in EFL classes.

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