
Refrain and Hesitation of EFL Students in Class Oral Participation: Problems and Solutions

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Abstract

One of the biggest barriers for the teachers is the low participation of his students. Students' low participation is a big hurdle that lowers the teachers' enthusiasm. This matter can be really devastating to the teachers who feel helpless in such situations. The non-participation happens due to different factors. Thus, it seems that the teacher's mission is a very difficult one. He must be an influential role model when he deals with his students. One of the influential ideas that increase students' participation is to bring technology to the classroom. The researcher noticed that shy students felt more confident when their attention is shifted from being toward the class into being towards the program and its interesting presentations. As a result this research is going to explore the problem of student non-participation at Al-Mustansiriyah University and the effect of using technology to increase their participation.

Key words: non-participation, discussion, power point, refrain

1.1 Introduction

According to Cook (2016, p.1) the center of people's life is the language. Many people use the language to express their feelings of love or hate. They also use it to advance in their career and to reach their goals. Many writers and poets use it to deliver artistic satisfaction to other people. With language, people can plot their live or recall memories from the past. Not only that, but what is more important is that people use it to exchange different experiences and ideas. By exchanging different ideas, people transfer their individual and their social identities. That the ability to talk is what makes humans more superior than other creatures.

What is said above shows that the participation of the students in the classroom is an important component of the learning process for both teachers and students. The student who cannot participate in the interaction within the classroom is often a student who failed scholastically and socially. If students do not participate in the interaction within the class, then probably he will give up from having any hope of success. As a result, he considers any participation in any kind of activity a way to more failure and failure. This research aims at examining the kind of difficulties that limit students' participation in

classroom discussions and activities. It also tries to shed the light on the type of the physical and the psychological factors that may affect students' participation in a classroom at Al- Al-Mustansiriyah University. It is limited to the third stage of English students at Al- Al-Mustansiriyah University, College of Basic Education at Bachelor degree level.

1.2 Questions and the Hypotheses

The research tries to search for answers to the following questions:

- 1- The reason why students limit their participation in classroom discussions?
- 2- What is the suggestion that can be given for teachers and students to overcoming such obstacles and to participate in class discussions?
- 3- Do students favor PowerPoint presentations over traditional teaching style?

The suggested hypotheses to these obstacles are:

1. Students are unfamiliar with the new topics and do not have a wide range of vocabulary.
2. Students are afraid of mispronunciations and grammar mistakes.
3. Students may face psychological problems such as –a lack of self-confidence, anxiety of being ridiculed, corrected or laughed at.
4. Teachers do not give students opportunities to talk and express themselves.
5. Students have more positive attitudes towards PowerPoint presentations.

1.3 Significance of the Study

This research tries to know why some students' give poor participation in class discussions and activities at Al-Mustansiriyah University, College of Basic Education. Thus, this research with its findings hopes to assist EFL teachers and enlighten them of the factors that make students limit their participation in the class. By recognizing this, they can handle and overcome this problem. Moreover, it is also hoped that the findings help teachers to develop different practices when they deal with such students. At the end, this research can deliver extensive understandings of students' silence and how this silence lessens the process of learning. Thus, the findings of this research may be useful for those teachers who struggle with students' limited participation in the class.

1.4 Procedures

In order to collect the data, two tools were used. The first tool is a decent designed questionnaire. The second tool is a semi structured interviews with the students to reveal more precise outcomes.

Theoretical Background

2.0 Introduction

Different types of participation in oral discussions in the class are introduced in this section. Also, the causes that prevent the students from participating are tackled from different writers' views.

2.1 Types of Participation

Participation in the classroom is of two types, the first one includes verbal behavior. The second type includes non-verbal behaviors. According to Chowdary (2004, p.75) Flander's system has three categories, the first two categories are in the verbal domain; the first category is that of 'a teacher talk', the second one is that of 'a student's talk', while the third and the last one is in the nonverbal domain; it includes silence and confusion.

Schultz (2009, p.6-7) defines participation in the class as any type of actions that includes verbal or nonverbal contribution that may come from every member in the class. What is important to keep in mind is that a type of students who contributes only by giving non-verbal behaviors. Such students are considered important ones in an indirect way. Not only is that, with such students, silence regarded as an important contribution since it opens space for other people who want to express their ideas. Therefore, classroom participation can be defined as any type of group activity that creates an open atmosphere. It also increases and boosts the understanding of other students.

2.2 Factors of prevention

Researches have shown that there are different reasons why students limit their participation in discussions. Three general reasons, the first reason is linked to characters of the students. The second reason spurs from social factors. The third reason relates to the educational influences. Student's factors include students' language and background. The type of gender in class and the class climate fall under the social factor. Teacher personality, its strategies and the kind of topics and courses links to educational factors.

Howard (2015, p.60) present Tatar's study of Turkish students who want to learn English, Tatar says that students prefer to keep quiet for many and different reasons. One important reason is that learners lack suitable linguistic skill and background knowledge. Such disadvantage forces the students to be silent; it forces them to keep in silence mode rather than participating in the class. Such defenses are justified since they fear that their contribution is not 'important, so they prefer to keep silent. Adding to that, they don't like to look bad by making embarrassing mistakes in front of the other students.

Liu (2001, p.186) says that students who participate in social sciences discussions keep silent in the. But, social science from its

names suggests a lot of participation. However, other factors appear like:

- 1- *“Classroom size”*
2. *“Classroom environment”*
3. *“Classroom climate”*
4. *“Lessons type”*
5. *“Teaching styles”*

Teachers with their personalities, methods and strategies can boost discussions inside the class. In other words, classroom participation is boosted by the experience of the teacher. Large class size prevents a comfortable experience for the students. The reason in that lies in the fact that in such environment and climate there is a lot of noise that prevent participation. Classroom climate is also a supportive central factor that relates to the third point. A classroom environment where there is a humorous and serious style will boost student's participation.

Wakamoto (2009, p.21) introduces different opinions about the factors that limit student participation in the class. The first study is that of Swain and Burnaby who explored the links between student's personalities and their linguistic capabilities. The study focused on qualities like:

- 1- *Cheerfulness*
2. *Happiness*
3. *Sociability*
4. *Imaginative*
5. *Creativity*
6. *Independence*
7. *Anxiety*

As a result, they found students who have such qualities can achieve more than those who lack such qualities. Inside the classrooms, students are categorized as extroverted and introverted. Generally speaking, introverted characters are usually shy. On the other hand extroverted characters participate a lot in the class.

Wakamoto (2009, p.24) also introduces Hassan study, which was conducted to explore the relationship between Egyptian introverted and extroverted students. The study showed that extroverted students have the advantage which is sociability which make them more comfortable and accurate in their discussions. On the other hand, introverted students lacked sociability so they scored low in this study.

Davis (2009, p.106) says that Students' readiness to participate can boost discussion circles. However, the teacher role is also a heavy one, his influence is met by various tasks. Teachers must know the best way to how they can engage their students. They must also help the students to activate their talkative spirit. The participation is more likely to be increased when students feel comfortable, encouraged, eager, confident and interested in the topic. This participation is boosted when every student acquires good empathy, and bonds with the other students.

Wakamoto (2009, p.21) also introduced Busch study that examined gender and class participation. The study showed that men psychological actions allow them to be free in and dominant in discussions, while women need to obtain different ways to indirectly express themselves.

Concerning shy students, Coplan and Rudasill (2016, p.68) say that classroom where there is a negative, not supported and not a friendly climate, is a class that is created by the harsh behaviors of a teacher that doesn't take into consideration any supportive behaviors. In such climate where there is a negative emotion, the relationship of the interaction is a negative one since it doesn't take into consideration students' needs. Strict and more rigid teachers separates themselves from having a fruitful interaction since they damage themselves as they send signals to introverted students that increases the feelings of fear inside them. Such teachers fail in the mission, which involves around creating a suitable atmosphere for the students to complete each other. As a consequence, such teacher makes the class as a bad experience for shy students. Therefore, such students are more likely to retreat and stay quiet in such insensitive environment. This is because their insecurities are increasing, their fears are tightened and their self-consciousness is not well understood. And even if the teacher was friendlier, he will still face shy students if he doesn't recognize their needs.

Teachers should be a great role model to their students. Concerning teachers' roles, Coplan and Rudasill (2016, p.68) say –as teachers– that they have carried the critically important role since they are responsible for developing students life and abilities. A teacher is considered the second father for the student outside the home. He plays a fundamental role in developing his students academically. He is also responsible for developing and changing its students' life. Parents provide security for their children, and since the relationship in the class is similar to that of the parents then the teacher is responsible for providing a secure environment that allows their student to explore and search. In addition, teachers resemble parents since they play as role models for the students. When the students see their role model a positive one, they are encouraged to participate in discussions since they see their role model sending powerful messages. In this way, teachers will be considered as invisible hands that create a safe and social environment where students interact and participate a lot. By such acts, teachers create a friendlier environment. Such environment is really important for introverted students

Research Methodology

3.1 Introduction

This study explores how technological devices such as power point has boosted the students' participation in different activities in the class. It also investigates the different strategies and techniques employed by the students with the aid of this technological device. The reasons behind students' non participation in oral discussion are discussed.

3.2 Research Instruments

For the intention of gathering the data, two tools were used. The first tool is a modified questionnaire adapted from Oommen (2012). The second tool is a semi structured interviews with the student to reveal more precise outcomes.

3.3 Participants

This study is conducted on the third-year students in the English department. The total number of those students is forty. All of the students were asked to prepare a presentation and were given a different topic. Every one of them was given a period that lasted for about two weeks to prepare their presentation and present it in front of the students in the class. The reason for giving a period of two-week time was to allow the students to have enough time to compile a research and to write it on paper so as to be ready to shift it into class presentation. As an encouragement, students are told that this presentation will add 10 scores to their total grade. This is because students tend to act better when they feel that their efforts will be credited at the end. Grades were based on the content, information, creativity, design and the interesting way of presentation that grab and attract students' attention. Each student was allowed to have only 10 minutes for his presentation.

In fact, students were asked again to do another presentation. In the second presentation, the students appeared more condiment and willing. This was obvious since many of them showed unexpected development through their unique presentations which were nicely organized and supported with different visual materials. Every student gave his presentation in a way that is more interesting than the other. Obvious developments were shown by the fact that students were enthusiastically much-admired by their peers and the powerful, livelier and energetic class atmosphere where more questions and answers appeared. A few students were admired by the way their teacher teaches and so the copied it's lecturing style. This made everyone in the class have a good smile. At the end, every student seemed relaxed, satisfied and pleased with his development.

3.4 Data Analysis and Discussion

This part focuses on examining and analyzing the results of the questionnaire which is directed towards eliciting students’ opinions about using PowerPoint as a tool to enhance students’ participations and to decrease their hesitation. It also discusses the problem of student non-participation in class oral discussions.

3.4.1 Questionnaire’s Findings and Results

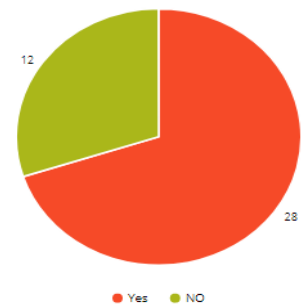
Using a questionnaire, the data were collected from 40 third year students at Al-Mustansiriyah University, College of Basic Education, English Department

Section One: EFL students’ participation difficulties in oral discussions

1. Do you like oral class activity? a. Yes b. No

Option	Responses	Percentages
Yes	28	70%
No	12	30%
Total	40	100 %

Table 1:



Students’ attitude toward Oral Discussions

Concerning this question, about (70%) of the students prefer to participate in oral class activities. This high percentage shows how students feel inspired as they participate in oral activities. On the other hand, (30%) feel hesitated when they participate in class activities.

2. How often do you participate in the oral class discussions?

a. Always b. Sometimes c. Never

Options	Responses	Percentages
Always	24	60%
Sometimes	10	25%
Never	6	15%
Total	40	100 %

Table 2:



Frequency of students’ participation in oral discussion

This question shows how frequently students like to participate in the oral Class discussions. (60%) of the students said that they sometime participate while (25%) said that they never ever feel to participate in any discussion as they feel hesitated and uncomfortable only(15%) said they always participate in all of the discussions.

3. Do you feel anxious engaging in oral discussions?
 a. Yes
 b. No

Options	Responses	Percentage
Yes	32	80%
No	8	20%
Total	40	100%

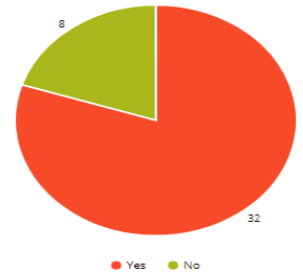


Table 3:

Students’ participation in oral discussions.

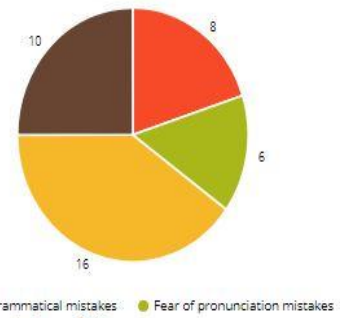
By examining the results, it seems that (80%) of the students feel happy to participate. The reason for that is that they are talkative by nature or they have more confidence. While (20%) of the students feel afraid and anxious from participation. Several reasons lead to their inability: linguistic problems, psychological problems and other problems. We propose the following question in order to give the possible answer

4. If yes, is it because

- a. Fear of making grammatical mistakes
- b. Fear of making pronunciation mistakes
- c. Lack of vocabulary
- d. all

Table 4: Reasons for students’ non participations

This question was proposed to highlight some of the linguistic difficulties that prevent the students from participating. The results showed that almost half of



Reason	Responses	Percentages
Fear of making grammatical mistakes	8	20%
Fear of making pronunciation mistakes	6	15%
Lack of vocabulary	16	40%
All	10	25%
Total	40	100%

students (40%) can not participate since they lack vocabulary storage. About (15%) do

not participate since they usually make pronunciation mistakes. (20%) of them feel that their low grammatical ability make them fell in embarrassing grammatical mistakes. Approximately (10%) of the students think that all the above mentioned reasons were barriers behind their not participating in class activities.

5. You do not participate because of

- a. Shyness b. Lack of self- confidence c. Anxiety d. The lesson does not interest me

Option	Responses	Percentage
Shyness	18	45%
Lack of self- confidence	6	15%
Anxiety	11	27.5%
The lesson does not interest me	5	12.5%
Total	40	100%

interest me

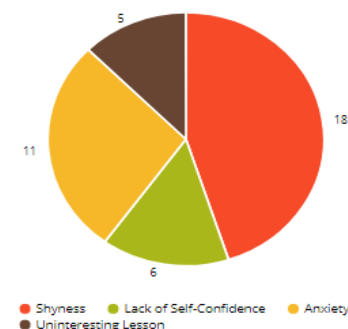


Table 5 : Psychological and other barriers

There are some of the psychological and mixed barriers that prevent the students from participating in the classroom. About (27%) do not participate because of the anxiety. Five (12.5%) prefer to stay silent if the topic was not interesting. Whereas (45 %) say that their shyness is the main barrier. The rest of the students (15 %) said they lack the self-confidence.

6. What is the nature of the atmosphere that your teacher creates in the oral lessons?

- a. Fearful b. Friendly and motivating c. Neutral

Options	Responses	Percentages
Fearful	10	25%
Friendly and motivating	24	60%
Neutral	6	15%
Total	40	100%

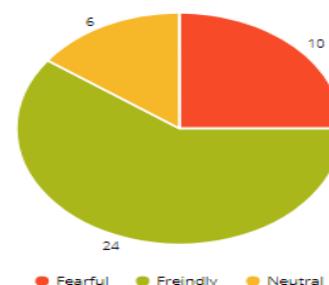


Table 6 : Type of classroom atmosphere

This question focuses on the nature of the climate inside the classroom. The majority of the students (60%) stated that their teachers usually create friendly and motivated atmosphere. This can boost the learning process. (15%) of the students said that their teachers create neutral and balanced atmosphere. While (25%) said that their teachers do not know how to create any kind of atmosphere. They only create fearful one. This type of atmosphere discourages students from participating in the class and creates low motivating during the lesson time.

7. How often the teacher gives you the opportunity to participate during the lesson?

a. Always b. Sometimes c. Never

Option	Response	Percentage
Always	20	50%
Sometimes	12	30%
Never	8	20%
Total	40	100%

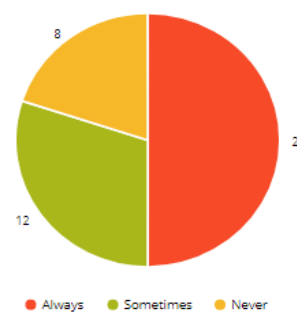


Table V: Frequency of giving the students opportunity to participate during the lesson

For this question, about (50%) said that their teachers do discriminate and give the opportunity for all the students to participate in oral discussions. About (30%) of them said that their teachers somehow discriminate between students and allow for some opportunity to speak during the lesson. Only six students (20%) say their teachers dominate the whole lesson and do not allow for any participate. All in all, students believe that most of the teachers are open-minded and create more and more participation opportunities.

Section two: Among the things that must be done by the student during their study is to make a presentation to other colleagues. It seems that some students suffer from confusion, shyness or fear, which can affect their focus and makes their contribution a failed one. Such thing can be cured with technology.

The adoption of any educational systems that relies on educational technology is no longer a luxury. It has become a necessity to ensure the success of these educational systems and the integral parts and structures of such systems. Although the beginning of reliance on teaching aids in teaching and learning has historical roots, it is developed a lot with the emergence of modern educational systems.

With the new age where technological devices advanced to a high point, such technology becomes one of the most crucial necessities that can be used to boost the learning process. Employing one of the most famous programs “power points” in educational settings changed the game. As an EFL teacher, it was noticed that although many teachers try all they can to simplify the lesson; students find such simplification also difficult.

Students seemed as if they are bored and not interested in the class. Lack of interest and boredom are the dominant phenomena among them. With a desire to help the students, the researcher decided to use

power point in the class. Such decision was to elevate the interest of the students to another level, as they control their teaching.

To solve the problem of the student's boredom and their nonparticipation in oral discussion in specific, the researcher asked the students to make their own lessons and to present it by using power point. Surprisingly, most of the students didn't experience such thing before, as they were accustomed to using images and graphs

The group work – making presentations- was given. As a consequence, some students who were not used to talk in front of the others were encouraged by the support of their colleague to speak and were motivated with the aid of such program.

Finally, the following questionnaire was introduced to gather some of the students' opinions about using this program in class. The following data were collected:

Item	Students' perceptions of using Power point	Strongly Agree	Agree	Disagree	Strongly disagreed
1	Makes me pleased	70%	15%	10%	5%
2	Makes me motivated when the teacher present with it	74%	12%	14%	0%
3	Increases my chances of participation	80%	11%	6%	3%
4	Increases my vocabulary storage	17%	75%	5%	3%
5	More agreeable than the board	60%	18%	11%	7%
6	Draws me into the lesson	70%	30%	0%	0%
7	Easy usage and more beautiful	100%	0%	0%	0%
8	A boring thing	20%	10%	10%	60%
9	More enjoyable than ordinary things	89%	11%	0%	0%
10	Makes the lesson easier and more organized	55%	33%	3%	9%
11	Makes my interaction with the teacher at low level	60%	30%	2%	8%
12	Boosts my grammar development	85%	6%	8%	1%
13	Boosts my listening abilities	60%	29%	4%	7%
14	Boosts my writing skills	45%	35%	15%	5%
15	More interesting than the textbooks	98%	2%	0%	0%

Table 8: Students' perceptions of using Power point

By returning to the question previously mentioned about how students feel about using this program in class, a lot of them showed positive attitudes toward this program in the classroom. Nearly (74%) of the

students were motivated when this program was used. (80%) of students got the chances to make their voices heard as they participated. Nevertheless, (20%) said that their interaction with the lesson faded away when this program was used. Concerning the learning, it seems that (85%) liked this program since it increased their grammar knowledge, (60%) liked this program since it developed their listening abilities, while (45%) liked it since it developed their writing skills. As a result, this program is efficient when it comes to developing and boosting the four skills of English.

All in all, this program increases the opportunities of the students in doing presentations and share their creativity and opinions with the other students -an essential part of the study- so (100%) of the students found that it is more pleasurable to do. (55%) affirmed that this program made the lesson easier and more organized. (89%) stated that this program is more interesting than the textbooks. (70%) believed that this program made them more pleased. (75%) declared that this program increased their vocabulary storage. (60%) indicated that it is a way cooler than the whiteboard. (70%) asserted that it drew their attention to the lesson, while (20%) said that it is a boring program.

3.2.2 Findings of the Interviews

In order to back up the data obtained from the questionnaire, an interview was set out for 10 selected participants among those who completed the questionnaire.

Students at different stages confirmed that the act that some teachers do when they restrict students' participation and discussions in the class during the explanation process, and ignoring the participation of others generates a sense of reluctance and frustration, whether this thing was an intentional act or not intentional.

Many students described this act which deprives some students of their right to discuss and share their opinions with the teacher as an unfair act. They also pointed out the extent to which some teachers ignore them without realizing the importance and the value of this participation to the students. Such act forces the student to hate the teacher and the subject matter.

Student N.1 emphasizes that some teachers purposely remove some students from the classroom participation and even focuses in many cases on one student. Most often this student is a superior one so as the teacher does not exhaust himself with hearing a lot of opinion and shorten it to students that he will be confident that their answers will be correct.

Student N. 2, points out that such an act comes from some teachers and not all of them. It is an act that frustrates the students and causes them to get away from participation until they reach the point of

disliking the material itself. Student N.3 clarifies that some of the teachers in his department do not realize that classroom participation is an important element in the educational process and to the students. The lack of interaction within the classroom between students and teachers creates a hesitant personality; this lacking can be damaging for some students who are unable to interact and may be the reason for their failure in the course material.

Student N.4 confirms that the teacher who deprives some students from participating in the class creates a state in the unconscious mind of those students; it creates 'a lack of motivation to learn. A state which is really bad in the educational process since it isolates those students. As a result, they tend to be passive and rely on the other students to progress in the materials. Student N.5 says that such thing discourage some student and forcing them to lose their enthusiasm, it also creates a state of saddens, disappointment and in some cases anger from those whom the teacher chooses. Such students ultimately turn into passive students who do not move, remain silent and do not prefer to discuss in class. Student N.6 declares that –in his class- he notices those silent student, he says , are soulless students like a chair in the class only, noting that this is paralyzing the student's thinking.

Student N.7 says that this behavior by some teachers can be found not only in their department, but almost in every department in their university. He stresses that this behavior is a visible one, despite being a bad behavior that brings damaging psychological effects on the students. Student 8 comments by saying that such act means that the teacher failed in achieving the effectiveness of education correctly since he prefers to take shortcuts by focusing only on the strong students and neglects others without being aware of the consequences of this matter and its many problems. Student N. 9 indicates that shyness, anxiety and lack of vocabulary are among the reasons behind the non-participation. In addition, being afraid of laughing at or criticizing from the teacher or the students is also contributing factors. Student N.10 feels that students' low grammatical ability makes them fell in embarrassing grammatical mistakes.

Almost all the students who were interviewed stressed the importance of using power point in the discussion as this tool helps them to reduce the tension and makes the lesson more interesting. Students indicate that they eagerly participate when there is PowerPoint assignment. Such finding was also confirmed by Fassinger (2000).

3.3 Conclusions

The results showed that students-a lot of students- have an appeal to learn new materials. They want to interact with their mates in the class and to show their marvelous skills considering spoken language. They have the will and the desire, however, this desire crash and collapse in

front various obstacles. Problems that hinder the students' progress is their low ability in handling English language, having few chances of practicing the language, their lower degree of proficiency, not believing or having a full confidence, fear, anxiety, personality, and fearing that they look bad in front of other meats.

The analysis also showed that more than two-thirds of the students inside the class retreat and stay silent and unenthusiastic to answer the questions that the teacher give. The findings of this study resemble the findings of Li and Liu (2011) who investigated the problem of low participation and anxiety with Chinese students. Similar findings can appear in Iraqi universities. It can be seen that a lot of learners prefer not to take risks with the language. As a result, they tend to stay calm during any oral participation and in any class discussion.

In conclusion, students must remember and be aware that their retreat and silence is a harmful strategy that prevent them from acquiring the fluency and make their unconscious minds adopt the idea of being passive is good for them, which is in fact really horrible for their linguistic progress. More significantly, teachers should be more sympathetic and understand their students' need. They must provide them with some good strategies to assist them to become more active in the class.

Providing good climate and environment, in addition to the various teaching skills and lessons highly contributes to elevating the classroom discussion to another level. Moreover, using technological software like power point as a pedagogical tool proved to be a source of motivation, attraction and enjoyment for the students in the class. It also contributes in advancing the discussion to another level. This is indicated by the results of the questionnaire. These findings match those of Quynh (2011).

3.4 Recommendations

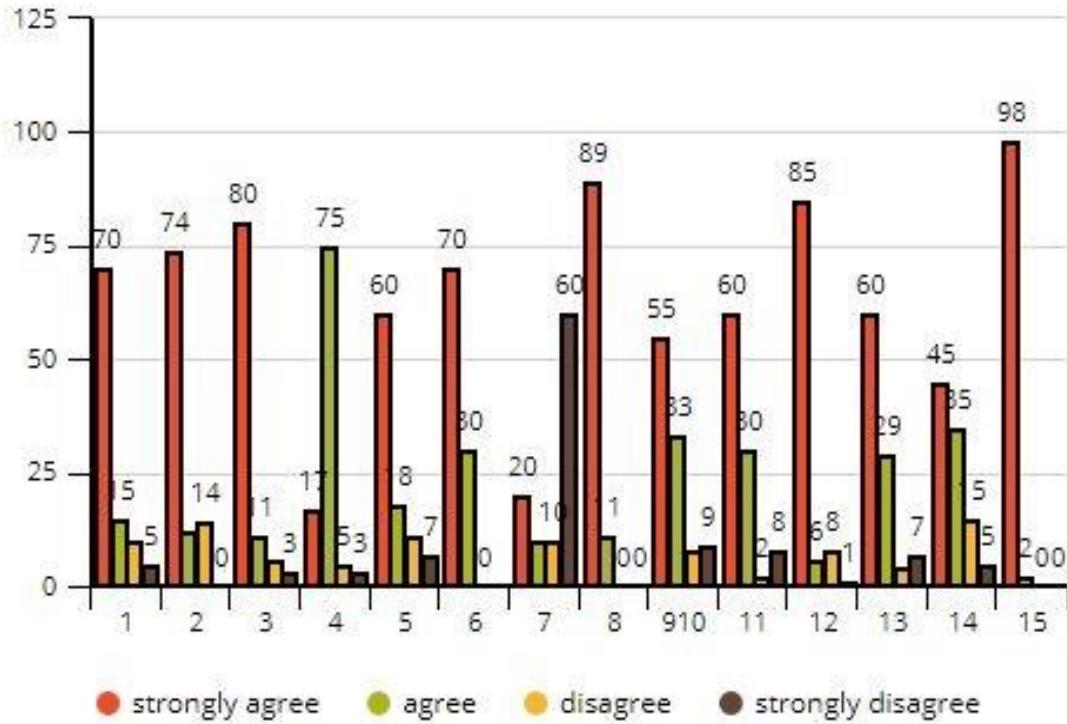
Teachers are required to make language classes more fun; this can be achieved by creating a supportive climate that can dramatically affect the learning process. Such type of environment where there is a positive atmosphere makes students more confident, modified and less anxious. It boosts and develops their abilities to a higher level. Consequently, Learners must get a supportive environment that can help them to communicate with each other and develops their meaning. Teachers and students must interact with each other so they can feel as if they are all related and members of one group. Creating a sense supportive atmosphere rather than a competitive one among students can help them to accelerate their learning and develop their abilities. Liu (2007) recommends that teachers must change their old beliefs and be friendly not strict, being strict makes students unwilling to learn.

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Appendix

Students' perceptions of using power point



الامتناع والتردد لدى طلاب اللغة الإنجليزية كلغة ثانية في المشاركة الشفوية الصفية:
المشكلات والحلول

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الخلاصة:

واحد من أكبر العوائق للمعلم هو المشاركة المنخفضة لطلاب. مشاركة الطلاب الضعيفة داخل الفصل هو عقبة كبيرة تقلل من حماس المعلم. امر كهذا يمكن أن يكون مدمر جدا للمعلمين الذين يشعرون بالعجز في مثل هذه الحالات. إن عدم المشاركة في الأنشطة الصفية والمناقشة داخل الصف تكون بسبب عوامل مختلفة. وهكذا، فإن مهمة المعلم تكون صعبة جدا حيث انه يجب أن يكون نموذجا مؤثرا يحتذى به في تعامله مع تلاميذه. واحدة من الأفكار المؤثرة التي تزيد من مشاركة الطلاب هي جلب التكنولوجيا إلى الفصل الدراسي. لاحظ الباحث أن الطلاب الخجولين يشعرون بمزيد من الثقة عندما يتحول انتباههم الى البرنامج و عروضه التقديمية الشيقة. ونتيجة لهذا فان هذا البحث سوف يحاول ان يستكشف مشكلة عدم مشاركة الطلاب في الجامعة المستنصرية- وتأثير استخدام التكنولوجيا عليهم لزيادة مشاركتهم وفعاليتهم.

الكلمات المفتاحية: عدم المشاركة ، المناقشة . برنامج البور بوينت . التردد