**Iranian EFL learners’ unwillingness to tell summaries: An action research at institute level**

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**Abstract**

A very common challenge with which many language teachers in EFL classrooms face is the students’ reluctance to speak in general, and their unwillingness to give summaries, in particular. The present paper aimed to investigate Iranian EFL learners’ opinions about the factors that affect their willingness to give summaries in English language classes. Fifteen students who usually grumbled when being asked to tell or write a summary were selected by the researcher through purposive sampling. Semi structured interviews, observation and field notes were used to discover factors that contribute to EFL learners’ willingness to give summaries. The results revealed that factors such as topic of the text to be summarized, the atmosphere of the class, EFL learners’ personality features such as their level of anxiety and motivation, their self-perceived speaking proficiency, pronunciation problems, the fear of losing face, the fear of showing off, insufficient vocabulary and grammatical knowledge and their inability to summarize a text lead to EFL learners’ reluctance to give summaries in language classes. The findings can be beneficial for teachers teaching in institutes who employ summarization in their classes frequently. In fact, the results contribute to a better understanding of the nature of willingness to communicate in language pedagogy. According of these findings, some suggestions are made for language teachers to encourage learners for more verbal contributions.

**Keywords:** *EFL learners’ verbal participation, motivation, passivity, summary, willingness to communicate*