

# Examining the Free-Riding Behaviors of Iranian EFL Learners: Effects of Learning Background and Personality Traits

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This study intended to examine the significant issue of free-riding in group work activities in the second language classroom. To better understand the learners' free-riding tendencies, their learning background and their personality traits were also investigated. For this purpose, a total of 140 Iranian EFL learners agreed to take part in this study. Participants were grouped into three learning backgrounds: (1) private institute (N = 34), (2) public school (N = 62), and (3) both private institute and public school (N = 44). All participants carried out a number of picture-cued oral narrative tasks through group work and after their task completion they were asked to provide responses to Big Five Factor Questionnaire. Results of statistical analyses revealed significant difference among the three groups based on their learning backgrounds in terms of the free-riding behaviors. It was found that those learners from solely a language institute background had the least amount of free-riding compared to their counterparts in the other two groups. And, those learners with the experience of both public school and private institute were less inclined to free-riding than those in the public school group. Results also pinpointed significant and negative relationships between free-riding and agreeable, conscientiousness, extroversion and openness personality dimensions. Results for neuroticism, on the other hand, revealed a positive and significant relationship with free-riding.

**Key words:** *free-riding, group work, learning background, personality traits, cooperation*

## Introduction

Although group work projects are developing in every field of study in all schools and institutions, some learners are not yet aware of the significance of working together, and its beneficial results. "The awareness that success of academic communication is partly accomplished through strategic manipulation of interpersonal and rhetorical elements has stimulated a fresh wave of studies exploring the interactive, interpersonal, evaluative, persuasive, and rhetorical dimensions of academic discourse" (Kuhi & Alinejad, 2015, p. 65). Besides, the increase in popularity of group work in all levels of education has been accompanied by an increase in the number of students who do not contribute to work within the group (i.e., the number of free riders). Referred to as free riders, the effect of this behavior on other students can make group works an unpleasant experience for some of the students. Of most frustration to students is receiving the same mark as their fellow non-contributing group members despite producing much of the group work by themselves. Therefore, it is felicitous to those who get the free ride and infelicitous for those who do the research project. However, literature and practical experiences have also shown negative side effects of working in teams, resulting in lower group performances. One of the most striking effects is that workings in teams give some group members the opportunity to free ride. On the one hand, free-riding can have effects on team performance and team characteristic. On the other hand, the non-free riders seem to lower their effort instead of compensating for the free riders. Since human are social creatures, group projects are non-separable part of human being then the significant effect of free riders should not be ignored not only in education but also in every single aspect of our life.

In spite of the significance of fostering group work in language classes, there a number of issues that affect this process. Teaching English as a foreign language (EFL) in Iran faces a number of challenges. English is instructed in Iranian public schools and universities following numerous criteria: accessing the most recent technological and innovative developments, managing loads of information in the virtual world specially on the Internet, and advancing intercultural comprehension and communications with the world (Razmjoo & Riazi, 2006). Irrespective of these criteria, English teaching and learning in Iran is yet to be acceptable and effective particularly in public schools (Sadeghi & Khezrlou, 2016). In order to bridge the flaws of English teaching at public schools as well as improving English learning in Iran, a large number of private language schools or so-called institutes have been established. Thus, these two institutions take quite different approaches to the instruction of English and the provision of necessary sources for language learning. Based on these differences, then, it is reasonable to predict learners' different learning experiences in these learning contexts. The present study, therefore, focused on how learner with private language institute experiences and those with both public school and institute experience differed in their free-riding tendencies. Furthermore, the mediating role of learners' personality traits in their free-riding tendencies was also explored. Richards and Schmidt (2002) define personality traits as those aspects of an

individual's behavior, attitudes, beliefs, thought, actions and feelings which make that person being distinctive from others. In the present study, the Big Five Personality Traits Model was utilized for this purpose which is a framework for providing the five personality dimensions: agreeableness, conscientiousness, extraversion, neuroticism, and openness to experience.

## **Review of the Literature**

### **Free-Riding**

Al Ajmi and Ali (2014) represent the significant role of teachers and students in improving and enhancing group work after using some strategies, like those involving clarifying group task learning outcomes, fair assessment, monitoring, solving the group conflicts, collaborative solving of the group conflict. The basis for this type of learning process has its roots in the so-called Constructivist Learning Approach. Ruël, Bastiaans, and Nauta (2003) state that the active and constructive way of learning is emphasized and students are no passive receivers of knowledge but they are builders of their own knowledge and developers of their skills. A way to reach this is via project education, because "group work empowers students giving them a more active role in their own learning" (Morris & Hayers, p. 229). Group work that increases the learners' collaboration to get shared learning goals, has promoted student success, persistence, and views toward science (Johnson & Johnson, 2009; Johnson et al., 2014). From social psychology perspective, literature studies also show that working in teams has a positive influence on the quality of performances if some conditions are met (Harkins, 1987). However, literature and practical experience also suggest negative side effects of working in teams, resulting in lower group performances.

One of the negative side effects of working in teams is called free riding. It results from the possibility for some students to learn on the effort of their co-students and let the others do the work. This behavior and its consequences are described in both educational literature (Morris & Hayes, 1997; Schmidt & Moust, 1998) and in social psychological literature (Latané, Williams, & Harkins, 1979). Within the social psychology domain, empirical research can be found about free riding, also known as a form of social loafing. Social loafing (Latané et al., 1979) is a reduction in motivation and effort when individuals work collectively, compared with when they work individually or co-actively (Karau & Williams, 1995). Free-riding occurs when someone wants to profit from the activities of others without making a fair contribution of one's own (Khezrlou, 2020; Stroebe, Diehl & Abakoumkin, 1996). Therefore, free-riding is a more opportunistic form of social loafing.

Free riding has long received attention among social, business, and educational researchers. In recent years, social and business scientists studied the role of personality and human nature in free-riding (Glassop, 2002; Nov & Kuk, 2008). Murphy (2017), in his article named Call my Rep! How Unions Overcame the Free-Rider Problem, explains how using model membership



and media increased membership in the unions in some jobs despite the chances to free ride on traditional union benefits. The research shows that for every five reports for instance, teachers are % 2.5 points more likely to be union members in the following year. It even shows larger effects when they share the progress membership.

Choi and Mantik (2017) compare cooperative learning methods Scaffolder Think-Group-Share learning with those in Group Investigation and Learning Together learning. The findings show that Scaffolder Think-Group-Share learning has the capability to increase satisfaction of the learners and comprehension in EFL classes (Choi & Mantik, 2017).

Also educational researchers have been studying free riding. However, they focused more on learning, performance, and control mechanisms (Brooks & Ammons, 2003). This study will span bridge among these fields of research. Besides this bridge, this study complements the current literature with new insights and findings by focusing on students of low intermediate, intermediate, and upper intermediate education levels by paying attention to their attitudes towards group work and free-riding, cognizance of rational choice theory and teachers' role on free-riding tendency reduction.

### **English Language Learning Background**

In an educational system in which the learners receive much more English practice in the private education sector, their formal education at school does not appear to be a substantial factor in identifying their English proficiency (Lee, 2006, 2009). Learners' English abilities differ prominently, perhaps because of the varying degrees of private education received. In fact, some learners begin learning English as early as at the Kindergarten level, although the formal English education at school begins at the junior high school (Khezrlou, 2020). In public sector, English is instructed as an obligatory subject until pre-university and the textbooks that are developed and published by the Ministry of Education are provided to the learners around the country. In private institutes, on the other hand, globally used English language teaching (ELT) books such as *American English Files*, *Interchange*, *Headway*, *Top Notch*, and so forth are implemented in institutes based on their material evaluation and panels' assessment. Thus, when Iranian high school graduates enter universities, it is likely that they have had very diverse English-learning backgrounds during their adolescence (Lee, 2010). Even when learners are accepted to the same program in a specific university, their English abilities may differ enormously due to their diverse learning experiences, mainly stemming from their private education outside of school. One of the concerns about this extensive existence of supplementary English teaching is that great differences in English abilities would appear within a program and continue throughout the learners' education and beyond (Yun, 2007). This would sorely impact the learners' interaction patterns in the classroom and their level of English achievement in turn.

Over the last few decades, the objectives of foreign language learning and teaching have been altered to integrate the arising needs of the global community (Huhn, 2012). Conventionally, a large number of learners took part in a foreign language class in order to learn vocabulary and grammar to read and translate in that particular language. Nevertheless, the present purposes of language learning and teaching demand far beyond learning grammatical competence; rather, they emphasize interaction and language use among individuals and use language as a means to learn knowledge (National Standards in Foreign Language Education Project, 2006). Therefore, learners are expected to be equipped with sociolinguistic and strategic competences so that they can use their learned language in real life occasions (Khezrlou, 2020; Schick & Nelson, 2001). This implies that second language (L2) teachers are no longer seen as transmitters of grammatical knowledge. They need to become directors and facilitators in the classroom, setting up an interactive and communicative classroom environment and providing appropriate feedback to learners in order to cultivate their communicative competence in addition to linguistic competence (Shrum & Glisan, 2010). In sum, considering the widespread existence of private English education in Iran and the restrictions of the academic accomplishments as criteria for evaluating learners' English proficiency, it is crucial to explore L2 learners' cooperative learning behaviors in terms of free-riding tendencies based on their English-learning experiences. As far as the researchers are concerned, no study has investigated the English-learning experiences of the learners in a program in detail and how they are related to their free-riding tendencies. The present study attempted to bridge these lacunae in the field.

### **Personality Factors**

There are many personality theories which are concerned with factors that determine and explain different individual's personalities as they are. All these different personality theories present their own definitions based on their theoretical positions and field of study. These definitions are defined as particular combinations of emotional, attitudinal, and behavioral response patterns of an individual (Gosling, 2008; Khezrlou, 2019; Khezrlou, Ellis & Sadeghi, 2017; Rammstedt, & John, 2007). Moreover, in many theories, an individual is viewed as a "structured entity with defined contents, what is called personality maintains its character despite circumstances" (Gandlin, 1994, p. 1).

One of the most acceptable theories in psychological and behavioral research is the 'big five theory' (Feher & Vernon, 2020; Hazrati-Vari et al., 2012) that was first posited by Costa and McCare (1992). It organizes individual differences in social and emotional life into five dimensions, labeled as extraversion, neuroticism (or emotional stability), agreeableness, conscientiousness, and openness to experience. Extraversion indicates the sociability of the person and the experiences with positive impacts while neuroticism represents the impact of negative experiences like depression and anxiety (Dalpé, et al., 2019). Agreeableness represents the degree of friendliness, compliance, and consistent growth of attending in class (Lounsbury et al., 2003). Raza and Shah (2017) state that conscientiousness shows how much

a person is organized and careful. And, finally openness shows the priorities of a person in different situations, her /his imagination and curiosity.

A number of interesting theories that deal with the underlying problems have been developed which mostly suggest that free-riding is not simply a blatant effort (or lack thereof) to avoid doing work. For example, Webb (1997) suggests that free-riding may be involuntary and a result of feeling inadequate or incompetent to complete the assigned tasks. This may especially be true for those with concerns about their communication skills, such as some international students for whom English (if English is the medium of instruction) is not their first language. International students may be doubly tasked with the project requirements as well as communication issues. In an even simpler situation, a shy student who not fully understands a project or task requirements could also explain an instance of free-riding. Dommeyer (2007) also suggests that feelings of inadequacy could lead a student to believe that his or her lack of contribution to the project would go unnoticed. Instead, group members may believe it to be intentional free-riding.

To summarize, these different personality dimensions can potentially affect learners' tendencies to avoid dynamic contribution to the collaborative activities in the classroom. Therefore, it is of utmost importance to examine the personality dimensions of EFL learners in relation to their free-riding attitudes.

## **Method**

### **Participants**

A total of 140 Iranian learners of English as a foreign language in Boukan and Urmia agreed to take part in this study. The convenience sampling was employed in this study to select the participants due to the first researcher's access to the participants. The participants included both male (N = 83) and female (N = 57) learners and their age varied from 11 and 25. In addition, based on the results of the English language placement test in the institute where this study took place as well as the results of the Oxford Quick Placement test (Allan, 2004), participants' level of proficiency was determined to be intermediate and upper-intermediate. All the participants were proficient in Turkish or Kurdish as their first languages and also knew Farsi as the official language in Iran. With respect to their language learning background, 34 participants learned English only in language institute (30 of whom were young learners who had not received instruction at public school at the time of this study and 4 of them dropped out of school), 62 learners had the experience of learning English at both school and language institute, and 44 learned English at school only and registered at this language institute for their first semester. All participants signed informed consent forms to partake in this study.

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## **Instruments**

### **Picture-cued Oral Narrative Tasks**

Participants carried out a number of picture-cued oral narrative tasks from Heaton (1975) in the classroom. Learners were asked to figure out the events occurring in the pictures and then tell their part of the story (two out of six pictures for each group member) to the classroom. Learners could hold on to the picture and look at it when telling the story. It is expected that the retelling of narratives using a group work procedure led to the meaning-focused activities in the classroom context.

### **Free Riding Tendency Questionnaire**

In order to find out the extent to which EFL learners were inclined towards free riding, a questionnaire was developed by the researchers exploring the learners' responses to free-riding throughout performing the tasks. In addition, the responses of the participants was evaluated in facing free riders. In addition, by employing statements which delineate the free riding in group work and asking the learners to describe their attitudes towards them, the researchers could gain insights into their tendency. The questionnaire includes 12 items on a 6-point Likert-scale ranging from "Strongly Disagree" to "Strongly Agree". The reliability of this questionnaire was estimated through Cronbach's alpha which showed a satisfactory level for consistency ( $\alpha = .92$ ). In addition to the reliability analyses, the validity indexes of the questionnaire was also examined using exploratory factor analysis with a principal components analysis (see Appendix). After the varimax rotation, a four factor solution for the free-riding tendency questionnaire was found which accounted for 88.13% of the total variance. These items met the criterion of loading above 1.0 on their related factor.

### **The Big Five Factor Questionnaire**

The Big Five Factor Questionnaire (BFPTSQ) was used to measure the personality traits of the participants which is designed by Morizot (2014,). The questionnaire includes 50 items and has been constructed to assess five areas of personality traits namely: Agreeable, conscientiousness, extroversion, neuroticism, openness (10 items for each personality trait). The introduction sentence, "I see myself as someone who," is presented at the top of the questionnaire items. The items appear on a 5-point Likert scale with labels from 1 to 5 (totally disagree = 1, disagree a little = 2, neutral opinion = 3, agree a little = 4, totally agree = 5). Learners were given 30 min to provide answers to this questionnaire. The results of Cronbach's alpha for this questionnaire was .88 and a five factor solution was found which accounted for 75.09% of the total variance.



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## Procedure

This study was carried out in a classroom setting. Picture-cued oral narrative tasks were used as collaborative activities during which learners received both the teachers and their peers' scaffolding and negotiation of meaning. Throughout the oral narrative tasks, the teacher scaffolded and mediated the learners' conduction of activities. The completion of narrative tasks lasted for two sessions. As the other phase of the study dealt with investigating what type of personality traits the learners had, in the third session, the big five factor questionnaire was administered to the learners. The researchers attempted to find out about the individual difference that explain the probable helpful personality factors in improving group work and reducing free riding problems.

## Data Analysis

Data from the samples in this study were analyzed using SPSS 22.0. In order to provide an answer to the first research question, a one-way ANOVA with Tukey post-hoc test was conducted. And, to answer the second research question, a Pearson correlation coefficient was run. Results of Kolmogorov-Smirnoff test verified the normal distribution of data for free-riding ( $p = .29$ ). Effect sizes (Cohen's  $d$ ) were calculated and consulted in the interpretation of the results. Following Cohen (1992), values of .01, .09, and .25 were interpreted as small, medium, and large effect sizes.

## Results

In order to provide an answer to the first research question of this study concerned with the impact of learning background on the free-riding tendencies of L2 learners, a one-way ANOVA was carried out. The results of descriptive statistics are reported in Table 1 and graphically in Figure 1.



Table 1.

*Descriptive Statistics for Free-Riding across Learning Background*

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Institute	34	34.05	6.95	1.192	31.63	36.48	15.00	54.00
Public school and institute	62	48.79	5.94	.75	47.27	50.30	40.00	59.00
Public school	44	61.22	6.71	1.01	59.18	63.26	39.00	70.00
Total	140	49.12	11.95	1.01	47.12	51.11	15.00	70.00

Results of Table 1 clearly indicate that the lowest means score for free-riding belongs to those learners with the institute background ( $M = 34.05$ ,  $SD = 6.95$ ) followed by those who attended both school and institute ( $M = 48.79$ ,  $SD = 5.94$ ) and finally the public school participants ( $M = 61.22$ ,  $SD = 6.71$ ). Results of ANOVA are illuminated in Table 2.

Table 2. *ANOVA Results for Free-Riding and Learning Background*

	Sum Squares	df	Mean Square	F	Sig.
Between Groups	14169.05	2	7084.52	170.52	.000
Within Groups	5691.88	137	41.54		
Total	19860.93	139			

Results of one-way ANOVA revealed a significant difference among the three groups of learners based on their learning background with regard to their free-riding tendencies,  $F(2, 139) = 170.52$ ,  $p = .000$ . To locate the exact points of differences, a post-hoc Tukey test was conducted. As the results of Table 3 illustrate, the lowest free-riding belonged to institute learners in comparison to the public school ( $p = .000$ ,  $d = 3.97$ ) and both public school and institute learners ( $p = .000$ ,  $d = 2.27$ ). Furthermore, public school learners had the highest rate of free-riding in comparison to their peers with both the public school and institute background ( $p = .000$ ,  $d = 1.96$ ).

Table 3.

*Post-hoc Tukey Test Results*

(I) experience	(J) experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Institute	Public school and institute	-14.73*	1.37	.000	-17.99	-11.47
	Public school	-27.16*	1.47	.000	-30.65	-23.68
Public school and institute	Institute	14.73*	1.375	.000	11.47	17.99
	Public school	-12.43*	1.27	.000	-15.44	-9.42
Public school	Institute	27.16*	1.47	.000	23.68	30.65
	Public school and institute	12.43*	1.27	.000	9.42	15.44

\*. The mean difference is significant at the 0.05 level.

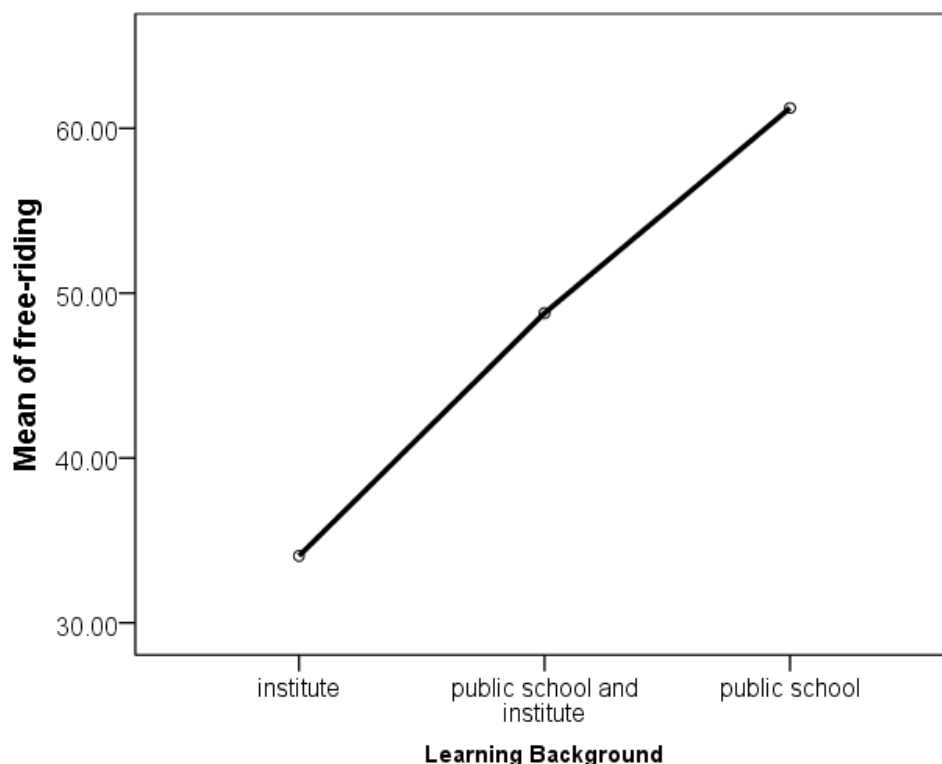


Figure 1. Free-riding among learners with different learning backgrounds

To investigate the second research question on the relationship between the big five factors of EFL learners' personality traits and their free-riding tendency, a Pearson correlation coefficient was carried out. Results are demonstrated in Tables 4 and 5.

Table 4.

*Descriptive Statistics for Free-Riding and Personality Traits*

	Mean	Std. Deviation	N
Free-riding	42.9857	12.12702	140
Agreeable	17.4357	10.84569	140
Conscientiousness	17.6643	10.77341	140
Extroversion	17.7643	10.81806	140
Neuroticism	35.2286	10.45259	140
Openness	17.3714	10.61378	140

Table 5.

*Correlation Results for Free-Riding and Personality Traits*

		freeriding	agreeabl	conscientiousne	extroversio	neuroticis	opennes
		2	e	ss	n	m	s
Free-riding	Pearson Correlation	1	-.863**	-.830**	-.785**	.761**	-.849**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	140	140	140	140	140	140

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Results of Table 4 highlight the significant, negative and strong relationship between free-riding and agreeable ( $p = .000$ ,  $r = -.86$ ), free-riding and conscientiousness ( $p = .000$ ,  $r = -.83$ ), free-riding and extroversion ( $p = .000$ ,  $r = -.78$ ) and free-riding and openness ( $p = .000$ ,  $r = -.84$ ). These findings imply that learners' agreeable, conscientiousness, extroversion and openness are negatively related to free-riding. Results for neuroticism, on the other hand, reveal a positive and significant relationship ( $p = .000$ ,  $r = .76$ ) with free-riding.

## Discussion

The present study was conducted to explore an important area of inquiry within the realm of group work in L2 classroom, namely the phenomenon of free-riding. Considering the widespread presence of private language institutes in Iran and their popularity in recent years and their opposition to public schools in terms of pedagogical approaches, this study expected that learners could differ in their free-riding when performing tasks in the classroom in the institute context. Results verified this expectation showing that the learners who learned English mainly in the institute were more actively involved in group work than their counterpart who learned English in both the institute and public school or those who learned English only in the public school context. This finding is in line with those of Alavi and

Mehmandoust (2011) who underlined the distinction between public school and private institute teaching. In fact, private language institutes have different context and educational organization compared to public schools. Competitive marketing, satisfaction of supervisors, educational managers, learners and their parents is demanding and required the managers and supervisors to attempt to improve teaching and learning. The raise in salary, popularity among learners and their parents as well as managers and supervisors encourage teachers to use innovative and communicative approaches in their classroom (Sadeghi & Khezrlou, 2016). Moreover, a typical and common English lesson at school substantially attends to reading English texts through detailed sentence-by-sentence translation and analysis of grammar points provided by the textbooks. Teachers generally pursue the sequence of the English textbooks, and they often overlook the speaking and communicative parts of the textbooks. In addition, teachers and learners focus most of their attention on preparing for the university entrance examination and thus they usually devote most of their time to solving questions that are likely to appear on the test. This textbook- and test-oriented teaching, however, shifts into a different type when learners attend classes in private language institutes; therefore, they may become confused about the effective strategy for language learning (Lee, 2010). As a result, exposure to insufficient attention to meaningful, group activities in the public-school context prevents learners from effectively engaging in a collaborative, group work activity (Sadeghi & Khezrlou, 2012; Sadeghi, Khezrlou & Modirghameneh, 2017).

Another important finding of the study was the essential role of personality traits. Since group activities are social in nature, agreeableness, and extraversion, as interpersonal traits and conscientiousness as task-related trait are expected to affect teamwork success via interpersonal negotiations, cooperative group criteria and task engagement (Carter et al., 2014; Gonzalez-Mulé, DeGeest, McCormick, Seong, & Brown, 2014). Extraverts are likely to be active during group activities and are more involved in group interactions. Therefore, as the findings of Curseu, Ilies, Virga, Maricutoiu and Sava (2018) have indicated extraversion is positively related with effective group work skills. Agreeableness is another personality dimension that was closely related to the participants' low free riding tendencies. Agreeableness is especially pertinent to group work since it is a fundamental aspect of individual-environment fit particularly in contexts including interpersonal conflict (Ilies, Johnson, Judge, & Keeney, 2011). As another dimension of the Big Five Model, agreeableness was correlated with low free riding tendency in the present study, consistent with other studies (Curseu et al., 2018; Graziano & Tobin, 2002). The possible explanation for this is that agreeableness is related with the willingness to communicate and appropriate conflict management skills, making it positively related to effective group work. Conscientiousness has also been shown to be related to less free riding in line with other studies (e.g., Barrick & Mount, 1991). It is a strong determiner of individual-based performance due to the high accomplishment motivation of conscientious individuals (e.g., Richardson & Abraham, 2009). Lastly, even though it is known that openness to experience could also be non-linearly associated with learning outcomes (Bozionelos et al., 2014; Vasilopoulos, Cucina, & Hunter, 2007) and such non-



linearity could be theoretically grounded (McCord et al., 2014), it is presumed that empirical evidence is not adequate to conceptualize that openness to experience has a non-linear relation with group work. Neuroticism, in contrast, is a global determiner of maladaptive functioning (Claridge & Davis, 2001), and was investigated as a predictor of counterproductive group behaviors (Duffy, Shaw, Scott, & Tepper, 2006; Le et al., 2011; Ohana, 2016). This is because neurotic individuals, as was the case in the present study as well, are less central in the advice and friendship relations in groups (Fang et al., 2015; Klein, Lim, Saltz, & Mayer, 2004) and often produce negative interpersonal dynamics and negative affectivity in groups (LePine et al., 2011). Hence, neuroticism has an association with ineffective contributions to group work.

## **Conclusion**

The findings of present study have important implications for EFL contexts including schools and institutes. Employing highly-educated and trained English language teachers and keeping them motivated through the time are crucial issues for the success of a classroom teaching. Training teachers to adopt more interactive and learning-centered approaches in their classroom particularly through the use of computer-assisted programs would add to the motivation and collaborative endeavors of learners. Teachers would need to recognize their roles as facilitators of learning such that learners need to be actively engaged in the learning process with teachers only scaffolding their communicative attempts. Lastly, managers in public schools should not mandate particular teaching sources and teachers need to be able to use supplementary materials to improve the quality of their teaching.

This study has a number of limitations which should be considered for future replications of this work. Firstly, to gain richer insights about learners with different backgrounds regarding their free-riding, interviews, observations, diaries through longitudinal designs are necessary. In this way, their challenges, sources of demotivation and causes of free-riding can be better understood. Further inquiries into the causes and motivations of private education need to be carried out to highlight the points of remediation. Moreover, learners' individual difference variables such as aptitude, motivation, age, and learning proficiency need to be taken into account in future studies to identify the sources of reluctance for group work. Lastly, the impacts of teacher variables such as burnout, educational background, gender, motivation and so forth need to be examined to fully understand the barriers preventing L2 learners from freely expressing their ideas and engaging in communication in the classroom.



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## Appendix

### Results of Factor Analysis

Table 6.

*Results of Exploratory Factors Analysis of Free Riding Tendency Questionnaire*

	Component			
	1	2	3	4
item1			.824	.117
item2	.312	.585	.524	
item3	-.214	-.169	-.468	.186
item4	-.110	.878	.220	
item5	.944			
item6				.915
item7	-.155	.195	.773	
item8		-.216		.764
item9	.951			
item10		-.813		.431
item11				.875
item12		.945		

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 4 iterations.

Table 7.

*Results of Exploratory Factors Analysis of Big Five Factor Questionnaire*

	1	2	3	4	5
item1	.964				
item2	.964				
item3	.932				
item4					-.819
item5	.932				
item6	.911				
item7				-.516	.699
item8	.842			.401	
item9	.869				
item10	.875				
item11				.550	
item12	.633	-.476			
item13	.908				
item14		-.757			
item15		.847			
item16		.965			
item17		.633	-.422		
item18		.944			
item19		.463		.761	
item20		.825			
item21		.859			
item22		.585		.602	
item23			.857		
item24			.794		
item25			.823		
item26	-.461	-.541			.423
item27					.678
item28					.789
item29					.666
item30				.578	
Item31				.478	
Item32			.775		
Item33		.875			
Item34		-.678			
Item35			.964		
Item36			.712		



Item37	.647	
Item38	.567	.712
Item39		-.457
Item40		.624
Item41	.674	
Item42	.597	
Item43	.478	
Item44	.678	
Item45		.487
Item46		.567
Item47		.845
Item48	.567	
Item49	.445	
Item50	.897	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.