Locus of Control and Its Relationship With Performance in Language Productive Skills of Iraqi EFL University Students

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Abstract

This study aims at finding out Iraqi EFL students' level of performance in language productive skills, and their locus of control orientation. It also seeks to find out the correlation between these two variables, and to find out the extent of contribution of EFL university students' locus of control in explaining the variation in students' performance in language productive skills. The instruments of the study, which consist of a LOC questionnaire, a speaking test and a writing test, are administered to (370) participants who are randomly selected from three departments of English in the Universities of Baghdad, Babel and Diyala. The statistical manipulation of the data collected indicates that the study sample has a good level of productive skills, and most of the students have an internal locus of control. The relationship between the locus of control (internal, hesitant, external) and the productive skills are statistically significant, but with varying degrees. Finally, the effect of the locus of control in explaining the variation in the productive skills is statistically significant.

KeyWords: Locus of Control, Performance, Productive Skills.

مركز التحكم وعلاقته في أداء المهارات الإنتاجية لدى طلبة الجامعة العراقيين دارسي اللغة الانجليزية لغة أجنبية

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الملخص

تهدف هذه الدراسة إلى معرفة مستوى أداء الطلاب العراقيين في مجال اللغة الإنجليزية لغة أجنبية في المهارات الإنتاجية اللغوية ووجهة التحكم لديهم . كما يسعى لمعرفة العلاقة الارتباطية بين هذين المتغيرين، ومعرفة مدى مساهمة مركز التحكم لدى طلاب الجامعة الدارسين للغة الإنجليزية لغة أجنبية في تفسير التباين في أداء الطلاب في المهارات الإنتاجية اللغوية . تم تطبيق أدوات الدراسة المكونة من استبيان مركز التحكم واختبار التحدث واختبار الكتابة على (370) مشاركا تم اختيارهم عشوائيا من ثلاثة أقسام للغة الإنجليزية في جامعات بغداد وبابل وديالى. ويشير العمل الإحصائي للبيانات التي تم جمعها إلى أن عينة الدراسة تتمتع بمستوى جيد من المهارات الإنتاجية، وأن معظم الطلبة يتمتعون بمركز تحكم داخلي. أن العلاقة بين مركز التحكم (الداخلي، المتردد، الخارجي) والمهارات الإنتاجية علاقة ذات دلالة إحصائية ايجابية ولكن بدرجات متفاوتة. وأخيرا فإن تأثير مركز التحكم في تفسير التباين في المهارات الإنتاجية له دلالة إحصائية ايجابية.

الكلمات المفتاحية : مركز التحكم، الأداء، المهارات الإنتاجية.

I. Introduction

The Problem of the Study

Speaking is not given much weight in the schools where English is taught in our nation. As a result, speaking is a talent that is neglected when delivering the lessons. As a result, it becomes challenging to speak English outside of the classroom due to this neglect of the speaking ability (Kedir, 2017).

Some Iraqi researches indicate that EFL students' written performance in general is quite inefficient (AlKarkhi 1999; Abid& Abdul Ridha 2011; Hamza 2012; and Muslim 2014) as cited in (Abbas & Al-

bakri, 2018, p. 24).The researchers and professional EFL writing instructors also observe that Iraqi EFL students have a genuine urge to acquire effective communication writing abilities as well as an understanding of the importance of learning such skills (Abbas, & Al-bakri, 2018, p.24).

The problem of the present study can be highlighted through responding to the following questions :

1- Is there any relationship between Iraqi EFL university students' Locus of control and their performance in language productive skills ?
2- What are the Iraqi EFL university students' levels in the locus of control, and performance in language productive skills ?
3- To what extent does Iraqi EFL university students' locus of control contribute in explaining the variation in students' performance in language productive skills?

Aims

The present study aims at:
1- finding out Iraqi EFL university students' locus of control and performance in language productive skills.

2- identifying the correlation between locus of control and students' performance in language productive skills.

3- finding out the extent of contribution of EFL university students' locus of control in explaining the variation in students' performance in language productive skills.

Limits

This study is limited to the Iraqi EFL third year students in the departments of English at three Colleges of Education in the Universities of Baghdad, Babylon, and Diyala ; for the academic year (2021-2022). The sample of the study will include an appropriate number of those students who will be randomly selected from the colleges mentioned above.

Value of the study

It is hoped that the results of this study will be valuable for:

1- University students to apply the tools of this study, and then compare the results of their application to the results of this study in order to find out the differences and tackle the defects when appear.

2- EFL teachers who are in real contact with the students. It can help teachers better understand the level of the control of their students over the English language as well as the psychology of their students.

II. Literature Review

2.1 The Concept of the Locus of Control

The term locus of control describes how much a person thinks they have control over their lives. A person who has an internal locus of control will think that their own skills, decisions, or mistakes have a significant impact on the events that occur to them. A person with an external locus of control will typically believe that other variables, such as chance, the environment, or other people's actions, are more to blame for the occurrences in their life. The locus of control concept in personality psychology also has a spectrum. Genetic variables may affect an individual's locus of control as well as their early experiences, notably the attitudes and actions exhibited by their primary caregivers (Nowicki, 2016).

2.1.1 Locus of Control and Creativity in Writing

Writing is a notable place where creativity can be seen. According to Wang (2012), "writing practices such as thinking, remembering, reasoning, feeling curious, exploring, and freedom of expression play the same significant role in bringing something new into existence"(p. 40). The stages of creative thinking that students go through when writing range from brainstorming and developing as many ideas as they can freely to assessing and communicating the results (Beghetto, 2005). In writing a text, a person considers the inner reader and outside reader and "continually reacts to what the writer has written, is writing, and is about to write,"(Pearson and Tierney,1984, p. 6).

2.1.2   Locus of Control and Academic Performance

One of the psychological concepts that has received the greatest attention is locus of control, claims Rotter. It alludes to the idea that each person sees life as either something they can control or as something that governs them. The two types of loci of control that we typically have are internal and external. Additionally, it's probable that in some aspects of life, we have an internal locus of control while in others, we have an external locus of control (Rotter, 1966, p. 42).

According to some academics, those who have an internal locus of control are more successful at work and in life overall, enjoying greater health, relationships, and opportunities for personal and professional development. A dimensional construct known as locus of control (LOC) measures how much people believe that reinforcing events in their life are the product of either their own choices (an internal LOC) or fate (an external LOC). Several factors connected to academic achievement and LOC are significantly correlated. Students who perform well specifically attribute their success to work and talent, but those who perform poorly are more inclined to attribute their performance to exam difficulty and bad luck (Abbas, 2016, p.37).

2.2   The Concept and Components of the Speaking Skill

Speaking ability is the most crucial talent in a language, according to Akdeniz (2017), and speaking ability is often used as a gauge of language proficiency. Speaking is arguably the most challenging talent to teach, evaluate, and assess when compared to other skills. Teachers must devise new strategies to help students improve their speaking skills in order to get around these challenges. The use of student video recordings may present a variety of chances for the improvement of learners' speaking abilities. Speaking components are grammar, vocabulary, pronunciation, fluency, and comprehension.

Abdulrazzaq (2023) says "As for speaking activities, a number of speaking skills activities have been repeatedly practiced by EFL teachers and proven to help improve students' speaking skills in the classroom. Among these activities, the most popular ones are role plays, storytelling, and group discussions" (p.384).

2.2.1   Barriers to Progress in Developing Speaking Skills

When students want to enhance their speaking skill, they face some severe obstacles that hinder them. Those obstacles are as follows:

A. Lack of Exposure to Language

Khan asserts that it is possible that Arab students' limited exposure to L2 acts as a barrier to language learning and hinders their ability to master the language. The same issues that Arab students face are present in other parts of the world as well, indicating that this lack of proficiency is not exclusive to Arab students (Khan, 2011).

B. Lack of Motivation

To become proficient in a second or foreign language, motivation is a crucial component (Gardner & Lambert, 1972).The cognitive theory of learning proposed by Ausubel suggested a reciprocal relationship between learning and motivation:"motivation can promote learning and learning can produce motivation again" (Hong & Ganapathy, 2017, p. 17).

C. Students' Anxiety and Lack of Confidence

Although anxiety and lack of confidence are internally generated emotions, they can be increased or decreased by environmental influences. Learners who suffer "foreign language anxiety" have been specifically identified by Horwitz, Horwitz, and Cope (1986, p. 125) as having this type of anxiety. The level of anxiety a student experiences has an impact on their ability to speak in the target language.

D. Inadequate Familiarity With English

Without sufficient knowledge of the target language, which is an outside component, one cannot talk clearly. To pronounce phonemes correctly, students need a solid understanding of sound production, including phonemes and their combinations (Canale & Swain, 1980).

E. Ineffective Teaching Methodology

Inadequate teaching preparation for EFL instructors in Arab nations is cited by Fareh (2010) as a serious challenge. Alhaisoni and Rahman(2013, p. 117) share this concern and emphasize the importance of providing students with a solid foundation in fundamental skills. They also suggest that English teachers should stop using antiquated teaching strategies like "the lecture mode of instruction and the dictation of notes".

2.3 The Concept of the Writing Skill

Writing is seen as one of the language abilities crucial to language mastering in the context of English as a Foreign Language, alongside listening, speaking, and reading. Nunan (1991) asserts that written

language fulfills a variety of tasks in daily life, including those of public signs, product labels, instructions, magazines, novels, and movie subtitles. Additionally, we can communicate with readers through written language regardless of their location or time (Brown, 2007).

Noaman (2013) says "Writing is skill that is productive and interactive at the same time .it is productive but because we believe that, seen from a broader perspective, in the sense that when we write ,we produce language in order to convey our thoughts to other ,and it is interactive in the sense that when we write we try to fulfill a purpose and deliver a message to reader who is usually in our mind" (p. 127).

2.3.1 Types of Writing Performance

The four kinds of written performance that Brown and Abeywickrama present to represent the diversity of written production are taken into consideration here.

A. imitative

This sort of writing includes tasks like copying, listening puzzle selection, picture-cued tasks, form completion, and converting numbers and abbreviations to words, as well as tasks in (Hand-)writing Letters, Words, and Punctuation. Additionally, spelling tests, picture-cued assignments, multiple-choice exercises, and matching phonetic symbols are also examples of tasks for detecting phoneme-grapheme correspondences (Brown and Abeywickrama, 2019, p. 229).

B. Intensive

Dictation and Dicto-Comp, Vocabulary Assessment Tasks, Ordering Tasks, Short-Answer and Sentence-Completion Tasks, Grammatical Transformation Tasks, and Picture-Cued Tasks such as Short Sentences, Picture Description, and Picture Sequence Description are all examples of tasks that fall under this category of writing.

C. Responsive

The following tasks fall within the categories of responsive and extensive writing: paraphrasing, guided question and answer, and paragraph construction tasks.

D. Extensive

It focuses on completing a task, organizing information logically, and creating ideas, utilizing details to support or show ideas, demonstrating syntactic and lexical variety, and using details to support

or illustrate ideas. The occasional editing or proofreading of a draft is all that is done to focus on grammar (Brown and Abeywickrama, 2019, p. 229).

2.3.2 Factors Influencing Writing Skills

Writing ability is a unique mindset that writers can use to put their thoughts in writing. Students interact with words and messages in their minds by using their writing skills. Writing is a crucial component of language learning. The language is also represented in a written medium by a collection of symbols.Writing is a difficult skill, though. It is challenging to write clearly. Word and phrase combination skills are required. Writing is a fun assignment where students can share their opinions and interests on a certain subject. Defazio et al., state that "writing may instead be a laborious and even dreaded exercise of attempting to place thoughts on paper while developing mastery over the rules of writing, such as spelling, citation format, and grammar" (Defazio et al. 2010, p.34; as cited in Abbas & Al-bakri, 2018, p. 24).

Frak (2020) says "Many students find it difficult to write genuinely motivating stories, especially if writing a story is taught in a progressive manner and that's happen to random learners"(p.4).

Mohammed (2022) says "Employing a group testing as an influential assessment strategy had a positive effective role on increasing and promoting students' performance on writing composition"(p.685).

2.3.3 Cohesion and Coherence in Writing

The ability to communicate oneself through writing allows the writer to convey ideas and opinions. For this reason, in order to write coherently, students must pay close attention to linking and connecting concepts. Coherence and cohesiveness are crucial elements that aid in the pupils' ability to write effectively. A student can readily convey his ideas and express himself if his writing is coherent and cohesive. Cohesion unites related concepts and distinguishes texts from non-texts. By using the right coherent devices, the reader may readily perceive the connections between what has been written, what is now being written, and what will be written in the future. Also, cohesion is known as the "foundation upon which the edifice of coherence is built" as well as it is known as "an essential feature of a text if it is judged to be coherent"(Aminovna, 2022, p.85).

2.3.3.1   Factors for Being Coherent

Scholars have explored the components of coherence in relation to literature-related studies on writing coherence. The following subsections go into more detail about these elements:

A. Analyzing Literary Contexts

One of the elements that enables a learner to strengthen his or her writing abilities is the analysis of literary context. According to Abdalrahman (2021), coherent paragraphs can be written when the writing instructor incorporates literature into the writing session. He believes that a learner must study literary texts in order to automatically gain grammatical structures, unity, construction, and coherence because occasionally, students will take the format and style of an author as a model for their own writing.

B. The Use of Lexical Chain

One of the things that contributes to writing's coherence has been identified as the use of lexical chains. According to Mukherjee, et al., (2018), lexical chains are a series of semantically related ideas that are independent of the grammar structure of a text. The repeated relative ideas in a text are highlighted by the chain capture lexical coherence. There are other categories in which to put lexical objects that are semantically connected.

2.3.3.2   Factors of Being Cohesive

The characteristics that cause students to write a cohesive text were discovered in earlier study projects the researchers had done on the topic. The following subsections have discussed these elements:

A. Reference

Reference denotes referring to a component that cannot be understood if another semantically related word is not used to refer to it. Referencing tools in a text include comparatives, demonstratives, articles, and pronouns. These objects serve as the writers' references to the text's words. Exophoric and endophoric allusions are the two different categories of references (Bahaziq, 2016). The reader is forced to search beyond the text in order to deduce the interpreted referent in the first kind. For instance: "That is a fantastic idea!".

B. Substitution

In a text, substitution entails swapping out one word for another, and substitution promotes grammatical coherence. To prevent repetition, the authors employ replacements. Different from the reference is substitution. While references link meanings rather than words, substitution refers to the relationship between words. Clausal, verbal, and nominal substitutions are the three types of substitutions (Daud, et al., 2016). Clausal substitution is the usage of "so" or "not" in place of a clause. The dialogue that follows demonstrates this:

A: "Do you anticipate that the teacher will be absent tomorrow"?

B: "No. I don't believe so.

So replaces the clause "going to be absent" in this discussion. The second form is verbal substitution, which entails switching out a verb or verbal group for a different verb. For instance:

"I'm going to challenge you to win the game before I do!"

The verb "do" is used to replace the verb "win the game".

Nominal substitution is the third type. A noun or a nominal group is substituted with another noun in a nominal substitution. Do is used as a verb substitute in this sentence.One, Ones, and Same are some of the elements for this type. For instance,

 "This car is dated. I'll purchase a new one.

The nominal equivalent of the noun "car" is "one" (Daud, et al., 2016).

C. Ellipsis

Ellipses are used to omit words from text that don't need to be repeated. Ellipses prevent writers from duplicating words that have already been written in the text. The sentences will be shorter if these terms are not included. Since ellipsis substitutes by zero, it is comparable to replacements. Because the words that have been removed are present in the text, scholars have been regarded as anaphoric substitutions. Ellipses do not detract from the passage because the meaning of the word that was omitted from the text can still be understood. Similar to substitution, ellipses come in three varieties: verbal, clausal, and nominal (Mukherjee, et al., 2018).

In a sentence, verb ellipsis refers to leaving out the verb. For instance:

Question: "Have you been studying" ?

Answer: Yes, I have [0] . [0]: been engaged in studies.

The verb "been studying" is not present.

When a clause is omitted by the author, the ellipsis will end. For illustration:

Question: "Who is writing on the board " ?

Answer: "Alice is [0]" . [0]: The board is being written on.

The phrase "writing on the board" is "the omitted clause".

Eliminating a noun is known as nominal ellipsis. For instance, "My brothers enjoy athletics. In actuality, [0] both adore football. [0: My brothers] "My brothers" is the omitted noun in the second clause (Mukherjee, et al., 2018).

D. Conjunction

Connective words known as conjunctions are used to join sentences or clauses in texts. They differ from other grammatical devices because they logically connect phrases or clauses rather than grammatical structures or words. Additionally, they connect phrases in a logical order, which makes the material easier for the reader to comprehend. There are four different kinds of conjunctions: temporal, adverse, causal, and additive. Temporal conjunctions, such as first, second, finally, at the same time, etc., indicate the chronological order of activities and occurrences in a sentence or a paragraph. The following, Adversative conjunctions, which contrast outcomes or viewpoints in a text, are formed by words like "but," "in contrast," "whereas," etc. Causal conjunctions are used to highlight outcomes, causes, or objectives. The phrases as, so, thus, so, because, etc. are frequently used. Additive conjunctions, in the end, connect ideas or sentences that are comparable (Kusumawardani, 2018). For instance: are, and, similarly, additionally, etc.

2.3.4 Mechanics of Writing

The use of punctuation aids the reader in understanding what has been written. When we speak, we not only use words to communicate; we also employ body language, voice tone and emphasis, and pauses. Contrarily, when we write, we must employ punctuation to clarify our meaning for the reader, including commas, comma mistakes, colons, semi-colons, apostrophes, and capital letters (APA, 2020).

III. Methodology

3.1 Population and Sampling

The population of this study is third-year students in English Language Departments of Colleges of Education in Baghdad University (College of Education/Ibn Rushd), Babylon University, and Diyala University during the academic year (2021/2022). The total number of the population is (3478) students, (370) of which are chosen as the sample.

Table 3.1

The Sample of The Study

No.	University	College	Number of Students
1	Baghdad	College of Education For Human Sciences	130
2	Babylon	College of Education For Human Sciences	120
3	Diyala	College of Education For Human Sciences	120
Total			370

3.2 Instruments

To get the necessary data, the following tools have been used:

1- A questionnaire of (40) items to measure students' locus of control.
2- A test to measure students' speaking skill.
3- A test to measure students' writing skill.

3.3. Reliability

A group of (30) students from the Department of English at the College of Education/University of Babylon, is used to conduct the pilot administration of the instruments. The pilot administration is carried out in order to achieve the following goals:
1. Examine the clarity of the items on the tests and the questionnaire.
2. Check the time participants take to respond.
3. Determine the reliability of the tests and the questionnaire.

The Alpha-Cronbach formula and test-retest reliability are two techniques utilized in this study to assess the reliability of the questionnaire. While the Kuder-Richardson formula is used to assess the test-reliability. The correlation coefficients in this manner is (0.86) for LOC and (0.90) for the productive skills, which indicate good indicators of reliability.

IV. Results

4.1 Results Related to the First Aim

So as to obtain the first aim which is (Finding out Iraqi EFL university students' locus of control, and performance in language productive skills), the instruments are applied to the study sample.

4.1.1 The Level of the Locus of Control among Iraqi University Students

To achieve this goal, the researcher has applied the locus of control scale on the research sample. For the purpose of determining the locus of control for the sample students, the researcher has adopted the standard set for this scale which classifies students into their locus of control. This criterion is as shown in table (4.1).

Table 4.1

Criterion for Judging the Locus of Control

LOC	The Scores
Internal	0-8
Hesitant	9-16
External	17-40

Based on this criterion, the sample's answers of the LOC scale are taken and judged according to this criterion. The LOC of the sample is as shown in table (4.2).

Table 4.2

Distribution of the Sample Subjects to Their LOC

LOC	Range of the Scores	No. of Subjects	Percentage
Internal	0-8	182	%49
Hesitant	9-16	111	%30
External	17-40	77	%21

It appears from the table above that most of the students in the study sample have an internal locus of control as their number reaches (182) with a percentage of (49%), the hesitant locus of control comes second as students' number reaches (111) with a percentage of (30%), and the external locus of control comes thirdly as their number reaches (77) with a percentage of (21%).

4.1.2 The Level of the Productive Skills among Iraqi University Students

To achieve this goal, the researcher has applied the productive skills test on the research sample which consists of (370) students. The results of the research show that the arithmetic mean of the scores of the sample is (37,057) with a standard deviation of (7,309) degrees. For the purpose of knowing the significance of the difference between the arithmetic mean and the hypothetical mean which amounts to (33) degrees, the researcher has used the t-test for one sample. It is found that the difference is statistically significant at the level of significance (0.05), as the computed t-value reaches (10.676), which is greater than the tabular t-value which is (1.96), with a degree of freedom (369). This means that the research sample possesses a good level of productive skills. Table (4.3) and figure (4.1) illustrate this.
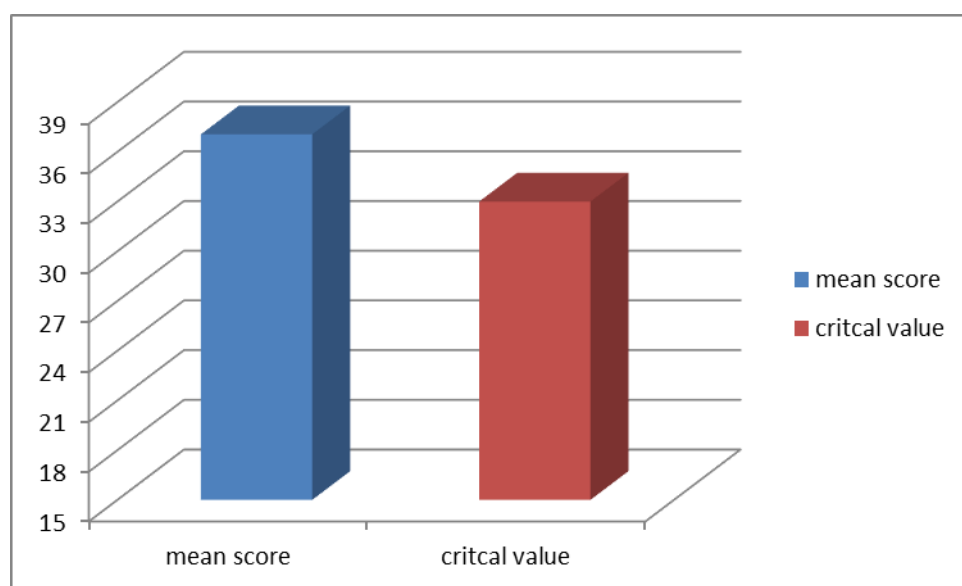
Table 4.3

The Arithmetic Mean, Standard Deviation, and T-value of the Productive Skills Test

Variable	Sample	Arithmetic Mean	S D	Hypothetical Mean	* t-value		Significance (0,05)
					computed	tabular	
Productive Skills	370	37,057	7,309	33	10,676	1,96	Significant

Figure 4.1

The Arithmetic and Hypothetical Means for the Productive Skills Test

After that, the researcher has carried out another procedure, which is to identify the two productive skills (speaking and writing), each skill separately, and the results are as shown in table (4.4).

Table 4.4

The Arithmetic Mean, Standard Deviation, and T-value for Speaking and Writing Skills

Productive Skills	Sample	Arithmetic Mean	SD	Hypoth. Mean	* T- value		Significance (0,05)
					Computed	Tabular	
Speaking Skill	370	19,235	3,886	18	6,114	1,96	Significant
Writing Skill	370	17,822	3,464	15	15,667	1,96	Significant

The following results appear in the previous table:

1. For the speaking skill, the arithmetic mean of the sample's answers is (19,235) with a standard deviation of (3,886), and the hypothetical mean of (18). The computed t-value is (6,114) which is statistically significant, as it is greater than the tabular value which is (1.96) at the level of significance (0.05) and a degree of freedom (369), which means that the research sample has a good level in this skill.

2. For the writing skill, the arithmetic mean of the sample's responses is (17,822) with a standard deviation of (3,464) and a hypothetical mean of (15). The computed t-value is (15,667) which is statistically significant as it is greater than the tabular value which is (1.96) at the level of significance (0.05) and a degree of freedom (369), which means that the research sample has a good level in this skill.

4.2 Results Related to the Second Aim

The second aim is (Identifying the correlation between locus of control and students' performance in language productive skills). So, its results are as follow:

4.2.1 Identifying the Correlation between Locus of Control and Language Productive Skills

To verify this correlation, the researcher has taken the answers of the students of the locus of control scale and their answers on the

productive skills test, then the researcher used Pearson correlation coefficient to find the correlation between the two variables. The results are as shown in table (4.5).

Table 4.5

The Relationship between LOC and Language Productive Skills

Language Productive Skills	Locus of Control	No.	Correl. Coeff. Value	T- Value		Level of Significance (0.05)
				computed	Tabular	
Speaking Skill	Internal	182	0.518	8.094	1.96	Significant
	Hesitant	111	0.448	5.333	1.98	Significant
	External	77	0.380	3.551	2.00	Significant
Writing Skill	Internal	182	0.529	8.396	1.96	Significant
	Hesitant	111	0.404	4.535	1.98	Significant
	External	77	0.390	3.679	2.00	Significant
Both Skills	Internal	182	0.526	8.349	1.96	Significant
	Hesitant	111	0.432	5.036	1.98	Significant
	External	77	0.386	3.641	2.00	Significant

The following results appear from the above table:

1. The values of the correlation coefficient between the locus of control (internal, hesitant, external) and the speaking skill amount to (0.518, 0.448, 0.380) respectively. The t-test for the significance of the correlation coefficient is employed by the researcher to determine the relevance of this association. The computed t-values are (8.094, 5.333, 3.551) respectively, which are greater than the tabular values of (1.96, 1.98, 2.00) respectively, at the level of significance (0.05) and degrees of freedom (180, 109, 75) respectively. This means that the relationship between the locus of control (internal, hesitant, external) and the speaking skill is statistically significant, but with varying degrees.

2. The values of the correlation coefficient between the locus of control (internal, hesitant, external) and the writing skill amount to (0.529, 0.404, 0.390) respectively. To determine the significance of this relationship, the researcher has used the t-test for the significance of the correlation

coefficient. The computed t-values are (8.396, 4.535, 3.679) respectively, which are greater than the tabular values which are (1.96, 1.98, 2.00) respectively, at the level of significance (0.05) and degrees of freedom (180, 109, 75) respectively. This means that the relationship between the locus of control (internal, hesitant, external) and the writing skill is statistically significant, but with varying degrees.

3. The values of the correlation coefficient between the locus of control (internal, hesitant, external) and the productive skills amount to (0.526, 0.432, 0.386) respectively. To determine the significance of this relationship, the researcher has used the t-test for the significance of the correlation coefficient. The computed t-values are (8.349, 5.036, 3.641) respectively, which are greater than the tabular values which are (1.96, 1.98, 2.00) respectively, at the level of significance (0.05) and degrees of freedom (180, 109, 75) respectively. This means that the relationship between the locus of control (internal, hesitant, external) and the productive skills are statistically significant, but with varying degrees.

4.3 Results Related to the Third Aim

The third aim says (Finding out the extent of contribution of EFL university students' locus of control in explaining the variation in students' performance in language productive skills).

In order to accomplish this, the multiple regression coefficient is calculated to determine the relationship between the research sample's locus of control (independent variable) and language productive skills (the dependent variable). The multiple regression coefficient is (0.576), and the square of the regression coefficient is (0.332). So as to know the effect of the LOC variable on the productive skills, regression analysis is used by using the (Inter) method. The findings of the analysis of variance for regression are as shown in table (4.6).

Table 4.6

Results of the Analysis of Variance for Regression

Variance Source	Total of Squares	Degree of Freedom	Mean of Squares	Phi Percentage	Significance (0.05)
Regression	6541.401	3	2180.467		
The rest	13172.407	366	35.990	60.585	Significant
Total	19713.808	369			

It appears from the table (4.5) that the value of the computed Phi percentile for regression analysis amounts to (60.585) is greater than the tabular percentile which is (2.60) at the significance level (0.05) and two degrees of freedom (3.366). This means that there is a varying effect of the studied variables.

The values of beta (B), the standard error, the beta value of the standard relative contribution, and the partial correlation coefficients (PART) are computed to determine the relative contribution of the variable's effect in explaining the relationship between the another variable. The t-value is computed to show the extent of the contribution of the independent variable to the dependent variable. Table (4.7) shows this.

Table 4.7

The Contribution of the Independent Variable to the Total Variance of the Dependent Variable in the Research Sample

The Variables	non-standard Coefficients		standard beta coefficient	partial correlation PART	T-Value	Significance (0.05)
	Beta	Standard Error				
fixed limit	16.965	1.825	-	-	9.293	Significant
LOC	0.196	0.037	0.230	0.226	5.284	Significant

It is clear from the previous table that:

1- The fixed limit: the result indicates that the value of the regression coefficient (B) has reached (16,965) degrees, and the computed t-value for it has amounted to (9,293) which is greater than the tabular value (1.96) at the significance level (0.05), and the degree of freedom (368). This indicates that there are other variables that have an impact on the productive skills that are not covered by the current research.

2- The effect of the locus of control in elaborating the variation in the productive skills, is equal to (0.226), and this is manifested by the partial correlation (PART). This effect is reflected by the square (PART) which is equal to (0.0511). That is, (5.11%) of the variation in the productive skills is due to the effect of the locus of control. It is statistically significant at the level (0.05) as the computed t-value (5.284) is greater than the tabular t-value (1.96) with a degree of freedom (368).

V. Discussion of Results

This study indicates that Iraqi EFL university students have a good level of performance in the productive skills. Concerning the Locus of Control orientation, most of the students tend to be internals than hesitant or externals. Furthermore. The findings also indicate that students' LOC is statistically correlated with their performance in the productive skills. Finally there is a good level of contribution of LOC in explaining the variation in the productive skills, but in varying degrees (internal, hesitant, external) .

VI. Conclusions

The results of the present study support the following conclusions:

1. It is concluded that most of the study sample are those with an internal locus of control, the hesitant locus of control comes second, and the external locus of control comes thirdly. This means that most of the Iraqi EFL university students are able to apply the English language aspects in general, and to perform the productive skills in specific because the LOC internality pushes them to do so.
2. The current study concludes that there is a great relationship between the locus of control (internal, hesitant, external) and the productive skills, but with varying degrees. It is proved that most

of the Iraqi EFL university students have an internal LOC, and this is considered as a great factor which fosters them towards success.

3. It is concluded that there is a varying effect of the language productive skills (the dependent variable) and the locus of control (independent variable) on the research sample.

VII. Recommendations

The following recommendations are given out in light of the study's findings and conclusions:

1- Guiding students toward internalizing the Locus of Control.

2- EFL teachers must put in a lot of effort to create appropriate speaking and writing tasks, as well as teach their students how to participate freely and constantly in such activities, especially shy and unmanageable students.

3- EFL writing instructors should work to improve their students' learning by emphasizing compositions and essay writing tasks regularly and correctly.

4- Separate instruction in EFL writing is not appropriate. It is more beneficial to adopt proper writing strategies that complement various linguistic abilities; and are harmonious with students' abilities to manifest their locus of control orientation.

5- EFL instructors should encourage their students to critique one another's speaking and writing assignments so that they can be aware of their own areas of weakness.

6- Students should be given appropriate themes to write about or speak about. For students' speaking and writing assignments, real-world subjects from personal experience, broad life aspects, and life lessons are preferable.

7- EFL instructors need to take more precautions to maintain discipline and prevent any potential student chaos. This can be accomplished by paying close attention to the assigned tasks. Teachers of EFL students should exercise caution when deciding how much of an intervention to make during speaking interactions when beginning conversations, interviews, chats, debates, etc. All of these techniques, along with others, will help students learn the

English language better, and may even advance them to the level of native speakers and writers.

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