The Correlation between Iraqi EFL University Students' L2 Identity and Productive Skills Performance

Assist Prof. Shahad Hatim Kadhim

College of Education-Ibn Rushed

University of Baghdad

Assist Prof Dr. Sundus AbdulJabbar Kamil

College of Education-Ibn Rushed

University of Baghdad

Summary:

Identity in Second Language Acquisition has been received highly attention. EFL environment has been considered an important part in creating L2 identity, and creating experiences through interactions. L2 identity relates to one's identity in a second or non-native language, which could motivate students to learn actively.

Moreover, Speaking is at the heart of second language acquisition. It is recognized as a crucial productive skill by which language students may approach fluency. Furthermore, writing is an essential skill for language learners. However, it is found as a difficult skill, particularly in situations where students challenge several writing problems.

This study aims at: identifying Iraqi EFL university students' L2 identity and performance in productive skills and finding out the correlation between L2 identity and students' performance in language productive skills. A sample of (300) students are selected from Iraqi universities. L2 identity questionnaire and speaking test (interview) and writing test (writing an essay) are used. The findings reveal that the students have moderate level in productive skills, and a good level for L2 identity. Furthermore, the findings also reveal that students' productive skills are statistically correlated with L2 identity. Finally, conclusions are put forward in accordance with the results of the study.

I.   Introduction

1.1 The Problem and its Significance

"Those who know many languages live as many lives as the languages they know" Czech proverb. The relationship between L2 identity and the second language and culture might serve as an effective motivation. Students exhibit more motivation to engage in English language study and communication when they establish a personal connection and sense of belonging with both the English language and the cultural aspects associated with English-speaking nations. Students construct their own identities via careful choice of words throughout their interactions and experiences. The components of language acquisition include engaging in connection with others, active engagement, and the contextual factors that shape individuals' self-perception and perception of others (Moje & Luke, 2009). For Iraqi students, the process of learning English often involves the creation and management of their own identities.

Scientific studies have shown a correlation between identity and the process of acquiring language, resulting in a greater emphasis on identity within the field of second language teaching. This area is distinct and self-governing since it is driven by the process of constructing one's identity via language acquisition. The primary emphasis should be placed on the L2 identity of students and how language learning techniques influence its formation. The study of identity formation has garnered attention in the field of language education and applied linguistics (Przymus et al., 2022). Identity is a multidimensional and ever-changing concept that is influenced by one's social surroundings and circumstances. Students' identities are influenced by several factors such as their relationship with their families, gender, social relationships, and cultural and ethnic backgrounds (Chen & Kent, 2020). Acquiring proficient English abilities may present challenges for English as a Foreign Language (EFL) students who lack clarity around their second language identity. These factors may result in cultural exposure difficulties, feelings of insufficiency, and challenges in adopting a new linguistic style, all of which may negatively impact confidence, motivation, and overall language learning.

Speaking is regarded as a communication activity that is social, contextualized, and interactive. It may assist young people in demonstrating their identities, conveying their

emotions, and creating and maintaining social connections. For the majority of students, verbal communication is the most crucial aspect of the task. Acquiring speaking abilities is particularly challenging for students since it requires mastery of all five components of communication: grammar, pronunciation, vocabulary, understanding, and fluency (Teferi & Ahmed, 2023). Writing is as significant for them as speaking since it enables them to express their thoughts, emotions, and perspectives via written language.

1.2 Aims

1. Identifying Iraqi EFL university students' L2 identity and performance in language productive skills (speaking and writing).

2. Finding out the correlation between L2 identity and student's performance in language productive skills (speaking and writing).

II. Literature Review

2.1 Identity

Nematzadeh and Narafshan (2020) claim that the term of identity as a theoretical framework is not present. Originally derived from the study of psychology, researchers are largely focused on comprehending the influence of contextual changes throughout time on a person's mental state and condition. Identity has been defined from many viewpoints and perspectives in several disciplines and fields of study. Self-identity is often described as the interpretations one assigns to oneself and others. In this sense, identities are linked to self-concept because they have meanings that help define who a person is or what they mean to themselves.

The identity approach to second language acquisition, based on Norton's (2013) post-structural view of identity as a dynamic concept, seeks to integrate language learners into the social context by highlighting their diverse perspectives for self-expression and the social structure that facilitates language practice.

Moreover, identity is established by one's membership or recognition with a certain social group, their emotional attachment, and the consequences of that association on their sense of self (Mfurankunda, 2016). Norton (2006) asserts that language plays a

crucial role in shaping one's identity. She uses a sociocultural perspective and highlights that identity is not fixed, but rather a dynamic and ever-evolving concept. Furthermore, she emphasizes that identity is context-dependent, sometimes contradictory, and complicated. However, proponents of social constructionist theory assert that our identity is shaped by social and cultural interactions (Lane, 2009).

2.2 Characteristics of Identity

According to Darvin and Norton (2015), identity may be characterized as having several aspects, being dynamic, and often including conflicts. Identity includes multiple elements since students own more than simply their linguistic identity. Personal identities shape an individual's personality and how they see themselves. Identity is dynamic by nature, as it is sensitive to change over time. Students encounter and shape their identities in many settings and instances, and problems related to identity often emerge when language learners vary from established standards. DerSarkissian et al. (2022) provide an extensive investigation of L2 identity, including the development of socio-pragmatic and interactional competence, linguistic self-concept, emotional factors, self-efficacy, and the development of personal competence based on L2.

2.3 L2 Identity

Majchrzak (2018) believes that L2 identities might have an impact on both immigrants and those acquiring a second language in an educational setting. Nevertheless, the use of electronic electronic devices has impacted their second language (L2) identity and has provided them with fresh opportunities for interpersonal communication in the L2. This has an opportunity to greatly influence their perception and emotional connection to the language they have acquired, as well as their own second language identity.

Identity is a crucial aspect of Second Language Acquisition (SLA). According to Nematzadeh & Narafshan (2020) it involves not just acquiring new grammatical, lexical, and phonological forms but also a struggle to participate in another culture's symbolically mediated life world. Language learners engage in the process of

constructing and reshaping their identities and social connections, often becoming part of social groups (Pavlenko & Lantolf, 2000). Identity negotiation is a continuous process that takes place in all social contexts, characterized by its complicated, ever-changing, and sometimes contradictory nature. Factors such as families, gender, social groupings, and cultural and ethnic groups all influence a person's identity, making it a dynamic and complex concept (Chen & Kent, 2020).

2.3 Identity of EFL Students

According to Teng (2019) there is a correlation between investment, language acquisition, and creating an identity.   Student identity is shaped by historical and cultural influences, which in turn impact the process of learning English as a foreign language. Moreover, the process of acquiring English as a foreign language involves the active participation of individuals in social settings, where they negotiate their identities and organize their experiences via interactions .

Additionally, EFL students demonstrate a transformation of their sense of self within and between various social groups as they move from being actively involved and emotionally invested in their previous communities (primary and secondary schools) to new communities (universities).

Identity is often depending upon a variety of factors, including social, educational, cultural, historical, and political dimensions. The development of a student's identity in English as a Foreign Language (EFL) teaching may be impacted by the EFL learning environments. Individuals who cultivate a negative self-perception tend to exhibit fewer efforts towards their English as a Foreign Language (EFL) learning efforts. In contrast, individuals who foster a positive self-perception are more likely to invest more effort in their language acquisition activities .

Teng & Bui (2018) examine the relationship between social learning environments, investment, and the formation of students' identities, specifically focusing on their experiences studying Japanese and English. This is done considering the interdependent connection between identity and investment. The findings indicate that the investment

in language acquisition is subject to change, characterized by constant movement, and influenced by specific circumstances. The self is a mixture of many modifications and often even competing identities, rather than an isolated, unchanging, or constant self.

2.4 Factors associated with L2 identity

1 . Imagined community

According to Brown & Lee (2015), an imagined community refers to a student's comprehension of a community or their cognitive representation of a socially created community .

2. Agency

According to Brown & Lee (2015), the agency is characterized as the capacity to exercise autonomy, assume accountability, and self-regulate to accomplish individual goals.while Darvin and Norton (2015) define it as students' ability to challenge traditional thinking, negotiate symbolic capital, and support their identities.

3. Autonomy

Huang and Benson (2013) highlight the interplay between autonomy and identity development, highlighting that these two aspects can occur simultaneously in various situations. Benson (2007a) notes that individual identities and personal autonomy are often interconnected in long-term language learning experiences, enhancing our understanding of the relationships between agency, identity, and autonomy.

4. Motivation

Norton's theory of motivation states that establishing a connection between a learner's inclination and eagerness to acquire a language and their evolving sense of self is of utmost importance. Instrumental motivation necessitates a language student who is focused, consistent, and knowledgeable about the language's history. This learner seeks to acquire material resources that provide benefits to native speakers of the target language. Investment, conversely, regards the language learner as possessing a complex identity and many aspirations, with the objective of documenting their connection with the evolving social sphere.

5. Culture

Peng (2019) states that a group's culture covers its norms, values, beliefs, language, art, habits, and skills. Language is a crucial aspect of a culture, passed down through generations and serves as a means of maintaining culture. Cultural identity promotes language learning, especially for those with lower accents, but some studies suggest it can also negatively impact language learning.

2.5 Productive Skills (Speaking)

According to Luoma (2004), speaking is considered a fundamental skill that is required for effective communication in any language. Non-native speakers must acquire the ability of speaking via continuous practice. Luoma asserts that effective speaking requires the ability to both transmit and comprehend information, in addition to accurately articulating words. He also emphasizes the challenge of acquiring fluency in a foreign language and the considerable period required to achieve proficiency in speaking. Becoming proficient in a foreign language is a time-consuming process since it requires a thorough comprehension of grammatical principles and the mastery of applying them accurately.

To be comprehended. Understanding the psychological and social aspects of speech production, as well as the forms, meanings, and processes involved, as well as how these can be improved, is necessary for speaking (Obeid& Krebt,2022).

2.6.1 Academic Speaking

In order to facilitate the process of earning a degree in the L2 medium, academic courses generally incorporate a distinct set of objectives and tasks for students who are studying the L2.

•Discussions

Acquiring the skills to initiate and sustain a conversation in a classroom setting is one of the most difficult aspects of learning a second language. Being an actively involved student is essential in the current educational environment where several institutions globally use a variety of collaborative tasks for all academic disciplines.

Students may no longer expect that their academic curriculum will just consist of lectures delivered by lecturers or professors.

•Oral presentations

Another notable characteristic of academic discussion is the frequent need to deliver presentations. These may vary from brief, informal, quickly created monologues to longer, more formal "speeches" that are well prepared in advance. Unlike the latter, which may need much longer durations for potential question-and-answer sessions thereafter, the former might be less than a minute in length (Brown & Lee, 2015).

2.6.2 Types of Classroom Speaking Performance

According to Saifi (2015), assessing speaking proficiency involves the assessment of the student's linguistic competencies, including grammar, pronunciation, vocabulary, and more, along with their capacity to communicate successfully. Speech assessment may be accomplished using either professional or informal techniques. An informal assessment may be conducted by asking inquiries to determine the level of comprehension among students at the beginning, conclusion, and during the duration of the course. In contrast, formal assessment may be conducted by examinations and tests, including placement, diagnostic, progress, and developmental evaluations .

The recommended criteria for assessing speaking skills, as suggested by Brown and Lee (2015), include several categories of items and activities. These types are:

1. Imitative 2.Intensive 3.Responsive 4.Interactive 5.Interpersonal 6. Extensive speaking tasks

2.6.3 Speaking Challenges in Learning a Foreign Language

Although the majority of EFL students have a good knowledge of the target language, speaking difficulties are common, according to Harzelli (2020). Acquiring proficiency in a foreign language is an acquirable ability that requires deliberate practice while obtaining knowledge about it requires the delivery of authentic resources by instructors to their students.

The four primary issues identified by UR (2000) are inhibition, lack of content, poor and unequal participation, and usage of mother language. EFL students provide diverse justifications for their inability to enhance their speaking skills, including lack in the topic matter, insufficient lexicon, inadequate listening comprehension, lack of confidence, and anxiety about producing errors.

2.7 Productive Skills (Writing)

Writing is considered an essential linguistic competency that students must attain in order to accomplish their academic and/or foreign language learning objectives (Abbas & Abdulbaqi, 2018). According to Kadhim & Saalh (2020), students' planning, drafting, and editing skills are crucial for ensuring that their work is both comprehensible to the reader and suitable for the intended writing objective.

According to Murcia et al (2014), writing in a second language (L2) is a challenging task that requires a comprehensive grasp of several linguistic components intertwined with contextual factors such as genre, subject, audience, and purpose.

2.7.1 Academic Writing

Academic writing plays a crucial role in communication, especially in secondary schools and universities. EFL students maintain focus on analyzing the model text and the connection between reading and writing in their English instructional writing. When engaged in writing, authors who are learning English as a foreign language (EFL) tend to have limited cognitive capacity for critical thinking and rather emphasize lower-level cognitive processes, such as repetition and understanding. Even with these problems, writing is important for sharing and communicating thoughts, feelings, and ideas. EFL students use active forms to convey their ideas or feelings to a reader or another individual. EFL students make use of active forms. Subsequently, they articulate these thoughts or feelings by organizing them into a written work of words. During problematic circumstances, they may find it difficult to generate writing ideas.

Essay writing is often regarded as the main sort of academic writing task. An essay, in a deeper definition, is a written composition that focuses on a single central theme and

is structured into many paragraphs, each focused on a primary discussion. It often starts with an introduction and concludes with a summary. The essay comprises three essential elements: (1) an introductory paragraph intended to engage the reader's interest through compelling statements; (2) body paragraphs that expound on distinct subtopics related to the main subject, each paragraph focusing on a specific aspect; and (3) a concluding paragraph that indicates the key points and incorporates supplementary indications (Bulqiyah et al., 2021).

2.7.2 Types of Classroom Writing Performance

One fundamental kind of writing assessment is the continuous procedure of composing an essay in several drafts and using checklists to facilitate review. The writing tasks are categorized based on the level of linguistic difficulty. These types are as follows:

1. Imitative writing 2."Intensive (controlled) writing 3."Responsive writing 4."Extensive writing

2.7.3 Writing Difficulties in Foreign Language Learning

Writing also emerges as the most challenging skill, especially in English education, which involves complicated processes that draw on a variety of abilities. Additionally, students in higher education had a variety of challenges when writing. The challenges derive from a variety of factors, including missing research projects, vocabulary and diction, grammatical characteristics, idea generation and exploration, organization, and instructional methods. As a result, the main issues with students' writing are primarily related to their use of language and syntax. In other words, such literary works claim that students writing issues are related to their linguistic competence.

However, the students' writing strategies have also been taken into account as a key additional component influencing their writing process and output. Additionally, the writing methods used by EFL students affect how well they write. Professionals have used many kinds of writing methods in different contexts, including (1) direct strategies, such as memory, cognitive, and compensating strategies; and (2) indirect strategies, such as metacognitive, emotive, and social strategies. According to the various language

learning contexts in which they are incorporated, such techniques can be successfully used (Bulqiyah et al., 2021).

Other difficulties that students encounter when writing academically include (a) linguistic difficulties (grammar, vocabulary, language use), (b) linguistic difficulties with physiology (no direct contact between writer and reader), and (c) problems with writing mechanics (punctuation, capitalization, and paragraphing). (Uru et al., 2021).

2.8 L2 Identity and Speaking Skills

Depending on the theoretical background of L2 identity and speaking skills, L2 identity may be associated with factors such as accent, confidence, motivation, and linguistic variance, which have an impact on the ability to speak. The perception of students' accents and pronunciations might be influenced by their L2 identity. Students who identify closely with their first language and culture may find it difficult to acquire the pronunciation patterns of the L2, which might have an impact on their speaking abilities. Speaking confidence may be improved by L2 identity which provides a sense of belonging to a certain language or cultural community.

2.9 L2 Identity and Writing Skill

According to Ivani (2001), writing is a means by which individuals encounter their sense of self within the context of social influences. It involves engaging with or challenging established standards and ideas, as well as the underlying values, beliefs, and interests that they represent.L2 identity can impact writing skills by affecting language fluency, variety, cultural sensitivity, motivation, and the usage of multiple languages. Students with an effective L2 identity may be encouraged to improve their writing abilities in order to successfully express themselves within that linguistic group. The choice of vocabulary, style, and tone in writing may be influenced by L2 identity.L2 identity has been associated with cultural identity. This can have an impact on the cultural aspects and references evident in one's work, perhaps making it more authentic depending on the strength of the L2 identity. L2 identity might motivate the students to enhance their writing abilities because they want to engage more actively in their L2-

speaking group through written communication. It is a dynamic relationship that differs from person to person depending on their own unique personalities and experiences.

III. Methodology

The study methodology describes the complete steps that a researcher takes before initiating a research study. The primary objective of the quantitative research is to get findings through the use of analytical variables (Khalil & Saalh, 2023).

3.1 Population and Sampling

The population is the group of people from which the sample is taken in order to collect the necessary data and answer the research question (Mohammed & Al-Bakri, 2022). The population of the study consists of EFL students at the English departments at the College of Education/Ibn Rushd and College of Education for Women/ University of Baghdad; College of Education for Women /Al Iraqi University; College of Education for Human Sciences /University of Diyala; College of Education for Human Sciences /University of Karbala.

Kadhim(2015) states that sample refers to a specific set of individuals who are chosen to accurately represent a larger population. The study's sample consists of 300 EFL students who are randomly selected from the 4th year students in the departments of English for the academic year 2022-2023 ; Colleges of Education.

Table (1) Population & Sample of the Study

	Department of English	Population	Sample
1.	University of Baghdad (College of Education/Ibn Rushd	185	60
2.	University of Baghdad (College of Education for Women)	180	60
3.	Al Iraqia University (College of Education for Women)	182	60
4.	University of Diyala (College of Education for Human Sciences)	180	60
5.	University of Karbala (College of Education for Human Sciences)	183	60
	Total	910 students	300 students (sample size)

3.2 Instruments

The following instruments have been used in order to collect the required data:

L2 Identity questionnaire is developed based on Nematzadeh & Haddad Narafshan (2020) and L2 identity of writing questionnaire has been constructed by the researcher. The questionnaire includes 18 items. The items are evaluated on a Five-Likert scale. Students are required to identify their level of agreement with each of the 18 items, using a scale that ranges from 1 (strongly disagree) to 5 (strongly agree).

As far as the scoring criteria is concerned. The L2 identity questionnaire has 18 items. Each item is assigned scores ranging from 1 to 5 based on the students' responses. Therefore, the highest score that could be given is (90), and the lowest score that could be given is 18.(See Appendix A).

According to Ibraheema et al (2019) an educational test is defined as a technique designed to elicit certain behavior from which decisions concerning particular features of a student may be produced. In order to assess students' Speaking skill, a test has been constructed by the researcher according to students' interests, levels, and subject authenticity. The speaking test is entailed with an interview between the researcher and students. The face-to-face interview is applied which consists of two parts: The first part is general questions about students' personal information. The second part includes a list of three topics (travel, language, and Weather). There are a total of 5 items for each topic.(See Appendix B)

To assess the students' writing skill, a test has been constructed by the researcher. The writing test is writing an essay about a specific topic that has been designed depending on students' interests, level, and subject authenticity. According to Bapir (2020), an essay is a written work that consists of many paragraphs. Due to the diverse nature of the essay's topics, it is necessary to establish many paragraphs for each topic. In the present study, writing an essay includes two topics, students are supposed to respond to only one with no less than 250 words.(See Appendix B)

3.3. Reliability

Reliability is the ability of a measurement tool to provide similar results when used at different times(Sabah&Kamil,2023).

A pilot study is an initial, small-scale assessment of the possibility, time, cost, adverse effects, and influence size before beginning a full-scale study (Alsaadi & Hatem,2016) . The purpose of the pilot administration is to gather enough data on item effectiveness to construct test forms. Accordingly, (50) students from 4th-year students (College of Education for Women / University of Baghdad are randomly selected to represent the pilot sample. These students are given the L2 identity questionnaire. After two weeks, the exact measures are done on the same sample. The results of estimating reliability between the two sets of responses using the Pearson correlation coefficient reveal that the r-value for the L2 identity questionnaire is (0.89) which is higher than (0,70), indicating that the value is reliable.

Moreover, the Alpha-Cronbach approach is used to confirm the reliability of the productive skills test. The calculated reliability coefficient is (0.88) which is considered to be acceptable, as shown in Table (2)

Table(2)

Reliability Coefficients of Productive Skills by Using Alpha-Cronbach Equation

Productive Skills Test	Reliability Coefficient
Speaking Skill	0.89
Writing Skill	0.87
Productive Skills Test	0.88

IV. Results

4.1 Results Related to the First Aim

The first aim of the study is as follows" Identifying Iraqi EFL university students' L2 identity and performance in language productive skills)". To achieve this aim, L2 identity questionnaire is applied to the research sample consisting of (300) students. The study findings indicate that the mean score is (67,060) with a standard deviation of

(6,182) whereas the expected mean is (54). A t-test for one independent sample is used to determine the significance of the difference between the mean score and the hypothesized mean. The findings indicate that the calculated t-value (36.588) is above the critical value (1.96) at a level of significance of (0.05) and with (299) degrees of freedom. The results indicate a statistically significant difference in support of the mean score. Thus, the level of L2 Identity in the sample is satisfactory as shown in Table (3).

Table (3)

The Mean Score, Standard Deviation and t-Value of the L2 Identity Questionnaire.

Variable	Sample	Arithmetic Mean	Standard Deviation	Theoretical Mean	Degree of freedom	Computed test-t	Critical test-t	.Sign (0.05)
SI	300	67,060	6,182	54	299	36,588	1,96	Significant

Concerning productive skills tests, the findings indicate that the mean score obtained from the Productive Skills exam in the sample research is (35,854), with a standard deviation of (9,971). In contrast, the theoretical mean score is (35.5). These results are obtained by analyzing students' answers using Brown's rubric. The t-test for one independent sample is used to assess the statistical significance of the difference between a mean score and the hypothetical mean. The analysis reveals that the difference is statistically irrelevant. The calculated T-value is determined to be (0.615), which is less than the crucial T-value of (1.96) at a significance level of (0.05) and with (299) degrees of freedom. This indicates that the study's sample has a moderate level of Productive Skills, indicating that their language performance is inadequate as shown in Table (4).

Table (4) The Mean Score, Standard Deviation, and T-value of the Productive Skills Test

Variable	Sample	Arithmetic Mean	Standard Deviation	Theoretical Mean	Degree of freedom	Computed test-t	Critical test-t	.Sign (0.05)
Productive Skills Test	300	35,854	9,971	35,5	299	0,615	1,96	In significant

4.2 Results Related to the Second Aim

To achieve the second aim of this study, which reads "Finding out the correlation between L2 identity and student's performance in language productive skills (speaking

and writing)". The correlation between L2 identity and productive skills is evaluated using the Pearson correlation coefficient. The data shown in Table (5) indicates that the computed t-value (8.577) is greater than the critical value (1.96) at a significance level of (0.05) and with (298) degrees of freedom. Additionally, the correlation coefficient is (0.446). The results show that there is a statistically significant correlation between L2 identity and productive skills. Therefore, the more high-level students have of their second language identity, the better they will be at using productive skills.

Table (5)

The Correlation between Iraqi EFL University Students' L2 identity and Productive Skills Test.

Productive Skills	N.	Correlation Coefficient	T-Value		Sign. (0.05)
			Comp. t-test	Crit. t-test	
Productive Skills	300	0,446	8,577	1,96	Sign.

Discussion of Results

Concerning the students' L2 identity level :

- Regarding the students' level of L2 identity, the findings show that they have a good level. The reason is, that the students included in the research are in their fourth year of college, so they are more developed, self-aware, and knowledgeable about what they want to study. As students learn English as a foreign language, they actively construct and modify their identities.

- Sociocultural learning theories emphasize the importance of social interaction in the learning process. These interactions revolve around students' identity development and negotiation activities. Students' capacity to form social connections and their agency, both of which are important for acquiring new knowledge, are most considerably influenced and regulated by these constructed identities.

Concerning student abilities in Productive Skills

- The performance of Iraqi EFL students in productive skills is evaluated and determined to be moderate. Over the four-year amount of time learning English as a

foreign language, the curriculum has included the development of productive abilities, including speaking and writing. This has enabled students to use their existing and present linguistic abilities in both oral and written communication. However, they need to enhance their productive skills to become proficient educators in the future.

- In EFL situations, the issue is more challenging due to the restricted opportunities for exposure to a second language outside the classroom. Students often get a lower amount of linguistic input compared to English as a Second linguistic (ESL) setting. In an Iraqi classroom where English is taught as a foreign language, English courses serve as the primary platform for Iraqi students to interact with other students and instructors.

Concerning the relationship between L2 identity and students' abilities in productive skills

- The findings indicate a strong positive relationship between the second language (L2) identity and students' ability in productive skills. Through social interaction in structured environments. Language has an essential function in facilitating the process of second-language students in reconstructing their identities. Language is a result that arises from the way language learners define and redefine themselves, as well as their social environment, particularly via their ability to communicate orally and in writing in the desired language.

- Nematzadeh and Haddad Narafshan (2020) argue that language acquisition is driven by the construction of identities. Therefore, it is crucial to prioritize students' identities and examine how they influence and are influenced by language learning activities. Interest in creating one's identity has grown in the fields of applied linguistics and language teaching.

VI. Conclusions

Depending on the study's findings, the following conclusions are made:

1. The identities and experiences of EFL students are structured through social practice interactions in an EFL environment. Participation in meaningful conversations increases students' speaking and writing abilities, and students with L2 identities are more likely to experience this.

2. English as a Foreign Language (EFL) college students' speaking abilities are average because they don't practice enough. In addition, English as a Foreign Language (EFL) students have a restricted amount of exposure to authentic spoken language and a lack of chances to practice speaking.

3. English as a Foreign Language (EFL) university students show a moderate degree of writing proficiency; however, their essay writing abilities are inadequate due to a lack of emphasis on vocabulary and grammar, inadequate organizational abilities, and inadequate knowledge of orthography and punctuation.

4. There is a statistical correlation between the L2 identities of EFL students and their productive skills, namely speaking and writing. The greater the influence on shaping students' L2 identities, the more proficient they will become in learning English as a second language.

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العلاقة الارتباطية بين هوية اللغة الثانية والاداء في المهارات الانتاجية لدى طلبة الجامعة العراقيين دارسي اللغة الانكليزية لغة اجنبية

أ.م . شهد حاتم كاظم

أ.م.د. سندس عبدالجبار كامل

كلية التربية ابن رشد للعلوم الانسانية

كلية التربية ابن رشد للعلوم الانسانية

جامعة بغداد

جامعة بغداد

Gmail sundus.a@ircoedu.uobaghdad.edu.iq

Gmail Shahed.hatem1107b@ircoedu.uobaghdad.edu.iq

الكلمات المفتاحية: هوية اللغة الثانية. مهارات الانتاج. التحدث والكتابة

الملخص:

لقد حظيت هوية اكتساب اللغة الثانية اهتماما كبيراً. تعد بيئة تعلم اللغة الإنكليزية لغة أجنبية جزءًا مهمًا في تكوين هوية اللغة الثانية، وخلق الخبرات من خلال التواصل اللغوي. ترتبط هوية اللغة الثانية بهوية الفرد في اكتساب ا للغة ثانية مما يؤدي الى تحفيز الطلاب لدراسة المهارات الأنتاجية.

تعد مهارة التحدث من المهارات الرئيسية في اكتساب اللغة الثانية. تعد مهارة إنتاجية مهمة لتمكين الطلبة لغويا التحدث بطلاقة. فضلا عن مهارة الكتابة التي تعتبر مهارة أساسية لمتعلمي اللغة. فهي مهارة صعبة، خاصة في المواقف التي يواجه الطلبة فيها العديد من الصعوبات والتحديات المتعددة للكتابة

ان الهدف من هذه الدراسة هو جانبين: الاول: هوية اللغة الثانية، والأداء في المهارات الإنتاجية اللغوية لدى طلبة الجامعة العراقيين دارسي اللغة الانكليزية لغةً أجنبية. والثاني: معرفة العلاقة الارتباطية بين هوية اللغة الثانية وأداء الطلبة في المهارات الإنتاجية. تم اختيار عينة من (300)طالب في الجامعات العراقية. تم استخدام ثلاث أدوات لتحقيق أهداف هذه الدراسة: استبيان هوية اللغوية الثانية واختبار مهارة التحدث (المقابلة) واختبار مهارة الكتابة (كتابة مقالة). تكشف النتائج أن الطلبة لديهم مستوى معتدل في المهارات الإنتاجية، ومستوى جيد للهوية اللغوية الثانية. علاوة على ذلك، واظهرت النتائج أيضًا أن المهارات الإنتاجية اللغوية لديها ارتباط إحصائيًا بهوية اللغة الثانية. وأخيرًا، تم تقديم الاستنتاجات وفقًا لنتائج الدراسة.