Conclusions

There is a slightly greater cause for optimism when we examine the results of the extreme cases, whereby the listening results for the internally and externally orientated were very similar (71.67% and 76.00% respectively), whereas for the reading results, we can see the beginning of a clear discrepancy, those with an internally orientated LOC scored a mean 68.22 %, while the externals scored 78.44 %. This represents a 10 percentage point shift, but not in the direction one would expect, whereby internally orientated learners should perform better. Obviously, as these results are based on the analysis of the performance of 18 individuals, they are in no way compelling, as suggested by the fact that the Mann-Whitney test indicates that the results lack statistical significance, but they do provide food for thought, in the sense that a larger-scale investigation is clearly desirable in order to shed further light on the subject. For now, we shall simply conclude that, contrary to our initial expectations, it would appear, on the basis of the present study at least, that LOC is not a reliable predictor of achievement in foreign language reading and writing.

References

