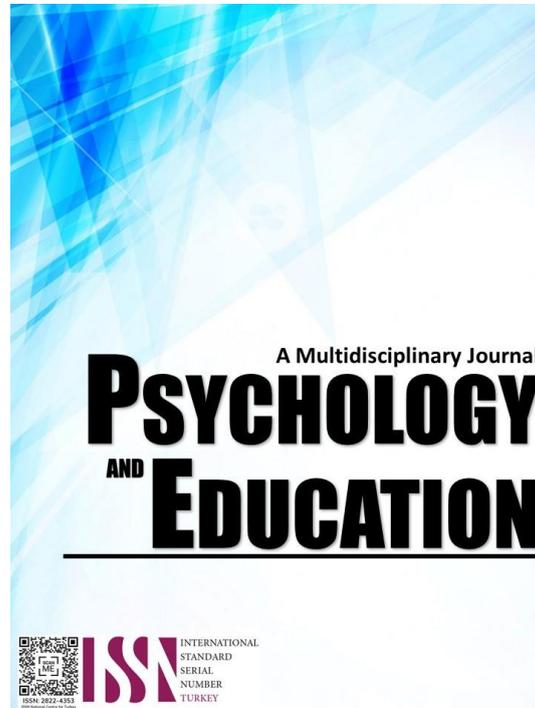


**MENTORS' COMMUNICATIVE COMPETENCE
RELATED TO LET PERFORMANCE OF ENGLISH
MAJORS: INPUTS TO THE DEVELOPMENT OF A
CONTEXTUALIZED UPSKILLING PROGRAM**



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Mentors' Communicative Competence Related to LET Performance of English Majors: Inputs to the Development of a Contextualized Upskilling Program

Elvira A. Tubungbanua*

For affiliations and correspondence, see the last page.

Abstract

Effective linguistic skills are important to teachers in their delivery of pedagogy, classroom management, and interaction with the class, and; passing the Licensure Examination for Teachers (LET) is a goal for any graduate. This study aimed to find out the mentors' communicative competence as related to LET performance of English majors inputs for the development of a contextualized upskilling program for the school year 2019-2020. The descriptive-correlational design was employed in this study. A total of 35 English Teachers of Northern Iloilo Polytechnic State College (NIPSC) was purposively selected as participants. The researcher-made test was used for descriptive statistics. The frequency count, mean, standard deviation ANOVA and Pearson-r for inferential statistics were set at 0.05 alpha level. Results revealed that the level of mentors' communicative competence as a whole and when grouped as to campus were low. As to campus in terms of syntax, semantics, morphology, and phonology, the level of mentors' communicative competence was also low. The level of LET performance of English majors as a whole was fair and when grouped as to campus were low. No significant difference was noted in the level of mentors' communicative competence when grouped as to campus. A significant difference was noted in the level of mentors' communicative competence in terms of syntax, semantics, and phonology, and no significant difference in morphology. A significant difference was noted in the LET performance across campuses while the mentors' communicative competence as related to LET performance has no significant relationship. Thus, this study recommends improving faculty teaching strategies and techniques in communicative competence to enhance students' performance in teachers' licensure examinations.

Keywords: *Northern Iloilo Polytechnic State College (NIPSC), english faculty, communicative competence, licensure for teachers, performance*

Introduction

Communicative competence is an amalgamation of an essential system of knowledge and skill needed for communication. The concept of communicative competence refers to the knowledge of an individual about the language and another aspect of language use. According to them, there are three types of knowledge: underlying grammatical principles, how to use language in a social context to fulfill communicative functions, and how to combine utterances and communication functions and knowledge with discourse principles (Canale and Swain, 1980; Canale, 93). Communication is a way to connect with others. Communication is dynamic but complex in the process. Interaction is only happening when communication take place. Thus, language is a powerful tool in interaction with others (Kiessling & Fabry, 2021). Communicative competence was coined by Dell Hymes in 1967 refers to Noam Chomsky's view of grammatical 'competence' (Fote-Cohen, 2021). Communicative competence refers to knowledge of the language and the talent to use it effectively (Nordquist, 2019).

In a study about Foreign Language, the development of communicative competence relies on four kinds of

speech activity like reading, speaking, writing, and listening (Fahrudinova et al., 2016). Hence, communication proficiency is critical in learning. Many experts engaged in communicative competence as a fruitful research field due to limited findings related to licensure examination for teachers (LET). Common topics focused on communicative competence are childhood and adolescence and in a second language and also the occurrence of communicative intentions, prelinguistic communication, the advancement of mind reading-related abilities, understanding others' first- and second-order beliefs, and metarepresentations (Vorweg, 201).

A study on the level of communicative competence covering linguistic and grammatical and discourse showed parents' educational attainment was a big factor. Also, other factors that influenced the linguistic and grammatical competencies were exposure to English native speakers, social media, and reading English materials. The greatest strength of the learners is the use of nouns, pronouns, and prepositions (Tuan, 2017). Students speaking three languages revealed high levels of self-perceived English language proficiency compared to students who only speak one language (Martirosyan et al., 2015). Research about the analysis of English sentence structure disclosed

that it has a universal impact on learning English. Thus, English major students should masters the technique in learning grammar through reading and practicing (Yu, 2021).

Research on factors that causes students low English language learning at the National University of Laos was English teachers are not well trained. Also, the majority of students lack English background knowledge and the lack of confidence to use the language. Furthermore, learners didn't practice the language often (Souriyavongsa, 2013). A role-play, one communication activity, arouses students' motivation in English speaking (Liu, 2010). In general, English teaching reforms incline linguistic forms, not in the connotation of pragmatic competence (Yu, 2021). There is an abundance of researches that provides techniques on how to teach English effectively. One of the suggestions is to evaluate teachers' qualifications (Stefanson, 2012). Furthermore, research on the trend of performance of De La Salle Lipa (DLSL) education graduates in the Licensure Examination for Teachers (LET) showed a significant relationship between the graduates' English proficiency and their LET- General Education performance. With the results, factors such as curriculum improvement, enrolled qualified students, constant faculty development and strengthened LET review for the education graduates are significant factors (Kalaw, 2017).

Students' achievement depends on the school environment. The role of the school is very important in the performance of teachers and students. Teachers are the basic elements that greatly influence the teaching-learning environment through their abilities, potentialities, and professional competence. Only competent teachers are responsible to bring in the desired changes among their students. Also. It was argued that the quality of a teacher is one of the key factors that may have contributed a lot to the students' achievement (Hattie, 2009). Teachers' role before teaching is to learn and think about learners' perspectives about the subject area (Archana et al., 2016).

But, teachers are the instrument for learning. They are the backbone of education. Without them, learning will not take place effectively. Effective teaching depends on frequent teachers' assessments; training attended affects the academic performance of learners (Francisco et al., 2020). The important aspect of learning is feedback provided by teachers. Teachers who identified strengths and weaknesses in communicative competence are in the right direction

to enhance learners' English skills (Poolsawad et al., 2015).

Literacy is one of the key distinctness in education today (Stefanson, 2012). The strength of an educational system mostly relies upon the quality of teachers as a major reference. Teachers as an instrument of learning are the one who designs, implements and develops syllabuses. But, teachers should be linguistically competent in the language they teach. Also, they continually engaged in development to become fully equipped to help learners in the communication skills to become productive citizens.

Language teachers should have the linguistic competence to teach the subject to enhance particularly the LET performance of the English majors. The quality of teacher educations institutions in the Philippines measures the performance in the Licensure Examination for Teachers (LET); thus, the instructional delivery of Higher Education Institutions is associated with the competencies in the LET. Research about LET performance and academic achievement of teachers in a state university in Cagayan Province, Philippines suggested developing a process in the conduct of pre-board examination as an assessment tool to increase board ratings (Amanonce, 2020).

In this context, the English faculty of the NIPSC System need to be assessed in their communicative competence as related to LET performance of English majors' inputs for the development of a contextualized upskilling program. A study about the performance of education graduates in the licensure examination for teachers (LET) showed English majors recorded the highest average rating. Passing the Licensure Examination for Teachers (LET) is an indication of the quality education offered by Teacher Education Institutions (TEI's) in the country (Antojo, 2017).

In Northern Iloilo Polytechnic State College System, the LET performance of English majors was considered in an early level of skill and development. Over the years, the researcher has developed a sincere interest in the LET performance of English. But based on the observation, as an English teacher, the LET of the BSED program of NIPSC was not able to reach the national passing percentage. With this, it is a predicament to find out the reasons; thus, this study was formulated. This study aimed to determine the mentors' communicative competence as related to LET performance of English majors in the NIPSC system for the academic year 2019-2020, inputs for the development of a contextualized upskilling program.

Methodology

This study made use of the descriptive-correlational method. This study was conducted at Northern Iloilo Polytechnic State College System. It is an educational institution of higher learning established for the promotion of fisheries, agriculture, maritime transportation, education, engineering, entrepreneurship, and science and technology development in Western Visayas at Estancia, Iloilo, and six external campuses in Ajuy, Batad, Barotac Viejo, Concepcion, Lemery and Sara, Iloilo, Philippines.

The complete enumeration was used in the selection of the respondents. Complete enumeration is a study of every unit, everyone, or everything in a population. It is known as a complete enumeration, which means a complete count. There were thirty-five English teachers in the NIPSC system as respondents. The actual sample size was thirty-five English teachers in the NIPSC System

The researcher utilized a researcher-made communicative competence test which consists of two parts: Part I, personal data which included the respondent's name and campus. The test proper comprised of an 80-item multiple-choice test on syntax, semantics, morphology, and phonology. To determine the face and content validity of the instrument, the researcher subjected it to a panel of experts for validation. The instrument was thoroughly scrutinized to find its flaws in content, presentation, and grammar for further refinement of its quality and presentation. The linguistic competence test was piloted before the actual data collection.

The permission to conduct the study among the participants was secured from the Office of the College President and Campus Administrators of the different external campuses of NIPSC. The researcher administered the researcher-made test which covered linguistic competence particularly, syntax, semantics, morphology, and phonology to thirty-five English faculty. The LET performance of Bachelor in Secondary Education (English majors) result was taken from the registrar of the respective campuses following the data privacy.

The Statistical Package for Social Sciences Software (SPSS) was used to analyze the data. The data gathered in this study were subjected to the following statistical tools: Mean was used to determine the faculty linguistic competence and LET performance of English majors. Standard Deviation was used to determine the subjects' homogeneity or heterogeneity in terms of mentors' communicative competence and the LET performance of English majors. Frequency Count was used to identifying the number of respondents. Analysis of Variance (ANOVA) was used to determine if there is a significant difference in the mentors' communicative competence and LET performance in terms of syntax, semantics, morphology, and phonology when grouped as to campus. The Pearson Product-Moment Coefficient of Correlation was used to determine if mentors' communicative competence is related to the LET performance of English majors.

Results and Discussion

Level of Mentors' Communicative Competence as Whole and When Classified According to Campus

Table 1 shows the level of mentors' communication competence. The mentors' communicative competence when taken as a whole was "Low" with an obtained mean of 10.94. When the members of the faculty were grouped as to campus, the communicative competence of the English faculty was all "Low". Ajuy (M = 10.94); Batad (M = 10.81); Barotac Viejo (M = 11.92); Concepcion (M=10.50); Main Campus- Estancia (M = 10.92); Lemery (M = 12.00) and Sara (M = 10.25).

Table 1. *Level of mentors' communicative competence as a whole and when classified according to campus*

<i>Category</i> <i>As a whole</i>	<i>Mean</i>	<i>Std.</i> <i>Deviation</i>	<i>Interpretation</i>
As a whole	10.94	1.27	Low
As to Campus			
Ajuy	10.81	.66	Low
Barotac Viejo	11.92	.95	Low
Batad	10.81	.66	Low
Concepcion	10.50	.62	Low
Estancia	10.92	1.05	Low
Lemery	12.00	2.63	Low
Sara	10.25	1.95	Low

In discussing mentors' communicative competence, the role of communicative skill and communication competence is crucial. Thus, the pedagogical attitudes and the aptitudes of the teacher are determining



factors. Grammars remain connected with the use of language, and communicative competence (Constanta et al., 2014; Moe, 2019). Furthermore, a study about Indonesian teachers' and students' perceptions of communicative competencies was exposed differently. They agreed English is learned to communicate with the language (Yufrizal, 2017).

Level of Mentors' Communicative Competence when Grouped as to Campus and When Classified According to Syntax, Semantics, Morphology, and Phonology

Table 2 conveys the mentors' communicative competence as to campus in terms of syntax, semantics, morphology, and phonology. The mentors' communicative competence as to campus in terms of syntax, semantics, morphology, and phonology, manifested a "Low" level with an obtained mean of 10.94.

Table 2. *Level of mentors' communicative competence when grouped as to campus and when classified according to syntax, semantics, morphology and phonology*

Category Linguistic Competence	M	Std. Deviation	Interpretation
Syntax	10.94	1.26	Low
Semantics	10.94	1.26	Low
Morphology	10.94	1.26	Low
Phonology	10.94	1.26	Low

In teaching Speech and Oral Communication, teachers and professors are encouraged to redesign activities that help increase self-esteem and assertiveness. Educators are requested to formulate strategies to improve students' speech and oral communication skills (Pagaduan-Apostol, 2017). These include linguistics competence like Syntax, Semantics, Morphology, and Phonology.

Level of LET Performance of English majors as a Whole and When Classified According to Campus

Table 3 reveals the LET performance of English majors as a whole and when classified according to campus. The LET performance of English majors as a whole manifested a "Fair" level with an obtained mean of 28.42. This implies that the respondents have not fully developed their linguistic skills in English. When classified according to campus, the level of LET performance of English majors from the Main

Campus-Estancia, Ajuy, Barotac Viejo, and Lemery was "Fair" with an obtained mean of 36.14, 27.44, 24.00, and 33.33 respectively while the level of LET performance of English majors in Batad, Concepcion, and Sara manifested "Low" with an obtained mean of 15.70, 19.80 and 14.81 respectively.

Table 3. *Level of let performance of English majors as a whole and when classified according to campus*

Category	Mean	Std. Deviation	Interpretation
As a Whole	28.42	8.82	Fair
As to Campus			
Ajuy	27.44	9.19	Fair
Barotac Viejo	24.00	.00	Fair
Batad	15.70	3.55	Low
Concepcion	19.80	.00	Low
Estancia	36.14	.00	Fair
Lemery	33.33	.00	Fair
Sara	14.81	.00	Low

The difference in the Level of Mentors' Communicative Competence When Classified According to Campus

Table 4 reveals the Analysis of Variance result which showed no significant difference in the level of communicative competence of the mentors when classified according to campus, $t(35) = .490, p < .05$. The null hypothesis which states that there is no significant difference in the level of communicative competence of the mentors when classified according to campus is accepted. The findings revealed that the level of communicative competence of the faculty did not differ as to campus

Table 4. *The difference in the level of mentors' communicative competence when classified according to campus*

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig
Campus	54.76	34			
Between Groups	9.089	6	1.51	.929	.490
Within Groups	45.67	28	1.63		

The difference in the level of mentors' communicative competence when grouped as to campus in terms of different linguistics competence



Table 5 reveals the difference in the level of mentors' communicative competence when grouped as to campus in terms of different linguistics competence.

Table 5. *The difference in the level of mentors' communicative competence when grouped as to campus in terms of different linguistics competence*

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Syntax	54.76	34			
Between Groups	25.33	8	3.16	2.79	.022
Within Groups	29.43	26	1.13		
Semantics	54.76	34			
Between Groups	35.67	8	4.46	6.077	.000
Within Groups	19.08	26	.734		
Morphology	54.76	34			
Between Groups	16.40	6	2.734	1.996	.100
Within Groups	38.35	28	1.370		
Phonology	54.76	34			
Between Groups	23.18	7	3.312	2.831	.024
Within Groups	31.57	27	1.170		

In terms of Syntax, the Analysis of Variance result showed a significant difference in the level of communicative competence of the faculty when grouped as to campus. The null hypothesis which states that there is no significant difference is rejected. The computer-processed ANOVA revealed that the level of mentors' communicative competence as to campus in terms of semantics differs significantly. The results showed the difference in the level of mentors' communicative competence when grouped as to campus in terms of semantics. The computer-processed ANOVA revealed that the level of mentors' communicative competence as to campus in terms of semantics differs significantly. While the difference in the Level of mentor's communicative competence as to campus in terms of morphology presented no significant difference in the level of mentors' communicative competence as to campus in terms of morphology. The computed F-ratios have no significant value > 0.05. The null hypothesis which states that there is no significant difference is accepted. Therefore, the level of mentors' communicative competence when grouped as to campus in terms of morphology did not differ significantly. And, the difference in the level of mentors' communicative competence as to campus in terms of phonology revealed differs significantly. The null hypothesis which states that there is no significant difference in the level of mentors' communicative competence is rejected. Instructional practices are teachers' methods used to help students become independent and strategic learners (Francisco et al., 2020).

Difference in the Level of LET Performance of English Majors across Campuses

Table 6 conveys the difference in the level of LET performance of English majors across campuses. The computer-processed ANOVA revealed that the level of LET performance of English majors across campuses differs significantly.

Table 6. *The difference in the level of LET performance of English majors across campuses*

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
LET Performance	2645.68	34			
Between Groups	2367.09	6	394.51	39.65	.000
Within Groups	278.58	28	9.949		

Relationship between Mentors' Communicative Competence and Let performance of English Majors

Table 7 shows the relationship between the level of mentors' communicative competence and the level of LET performance of English majors across campuses. The computer-processed Pearson-r revealed no significant relationship between mentors' communicative competence and LET performance of English majors. The computer F-ratios have a significant value > 0.05. The null hypothesis which states that there is no significant relationship is accepted.

Table 7. *Relationship between mentors' communicative competence and LET performance of English majors*

Category	r value	Sig.	Description
Communicative Competence	.110	.530	Not Significant
LET Performance			

Since the result on communicative competence test of the faculty which focused on the linguistic competence when taken as a whole and when grouped as to campus were all "Low", this means that the English faculty of the NIPSC System had not fully mastered linguistics or had not developed their linguistic competence through self-development. The results showed more than half of the higher education institutions (HEIs) faculty members need qualification upgrading and

upskilling to be able to provide quality teaching in various HEIs. This calls for responsive faculty development programs or continuing professional development mechanisms to make HEI faculty members competitive agents for national transformation and economic development (CHED, 2004). The fact that the level of communicative competence of the faculty when grouped as to campus in terms of syntax, semantics, morphology, and phonology were all “Low”, this was accounted that English faculty were not prepared to take the test or they had forgotten the basic rules of linguistics.

Since that the LET performance of English majors was only “Low” and “Fair” level, it was construed that the LET performance of English majors was not due to poor teachers' communicative competence or lack of pedagogy but rather the lack of students' motivation, drive, and involvement in the LET review. Even the teachers with strong linguistics competence and professional qualities had sometimes encountered difficulty in motivating those learners who showed low interest in LET review. It was inferred that an inverse relationship existed between the mentors' communicative competence and LET performance of English majors. Students mostly fail to communicate what they want to do, not because they lack ideas, thoughts, and feelings but because they have not been taught so far how and when these communication tasks and acts are performed (Sanderson et al., 1999). Consequently, they are not able to communicate and whatever they communicate is enough proof that their communicative competence needs to be developed. It is also seen that with the change in the classroom instruction, motivational level and learning strategies a change could be brought about in the performance of the students.

The no significant difference in the level of communicative competence of the faculty when grouped as to campus implied that there were variations but these were minimal resulting in no significance by campus. A significant difference in the level of communicative competence of the faculty when grouped as to campus in terms of syntax, semantics, and phonology while morphology had no significant difference implied that there were variations in all aspects of linguistics.

A significant difference in the level of LET performance of English majors across campuses implied that their performance in LET differs from one another. It means further that regardless of campus, the LET performance of the English majors was not the same. This is probably because some campuses had

reviewed their students well. The no significant relationship between the mentors' communicative competence and LET performance of English majors might be explained by the fact that the “Fair” ratings of faculty communicative competence had no bearing in the performance of the students in licensure examination and were independent of each other. A study on licensure examination for teachers (LET) performance of the University of Northern Philippines graduates advised to have rigorous admission and retention policies for teacher education to ensure better performance in the examination (Chan-Rabanal et al., 2018). NIPSC should adopt this recommendation.

Conclusion

It is concluded that the performance of the English majors in LET was not due to poor teachers' communicative competence or lack of pedagogy but rather some various factors that might affect licensure examination performance. Some of these factors were college academic performance, college entrance examination performance, and attendance to licensure examination reviews, or the lack of students' motivation, drive, and involvement. Even the teachers with strong linguistics competence and professional qualities had sometimes encountered difficulty in motivating those learners who showed low interest in linguistics. It is also concluded that an inverse relationship existed between the faculty linguistic competence and the LET performance of English major students. Quality teaching and student learning are tightly interconnected. Together they form two sides of a triangle. The third side of this triangle is often overlooked, but also integral to quality teaching and student learning-quality instruction and preparation for teachers.

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Affiliations and Corresponding Information

Elvira A. Tubungbanua

Northern Iloilo State University - Barotac Viejo
Campus , Philippines