Original Research Article

Strategy, Anxiety, and Belief in Language Learning: A Structural Equation Model in Students' Communicative Competence

ABSTRACT

Aims: The purpose of this study is to establish the best fit model for students' communication competence by utilizing structural equation modeling (SEM) as the primary design tool to examine the relationship between strategy, anxiety, and belief in language learning and communicative competence.

Study design: This study uses a quantitative causal design.

Place and Duration of Study: This study was carried out among college students enrolled in Region 12 State Universities and Colleges (SUCs) in the Philippines during the second semester of the academic year 2023.

Methodology: A stratified random sampling procedure was employed to choose 450 Filipino language-specialty college students. Data were gathered utilizing four survey questionnaires. The data was analyzed by calculating the mean and standard deviation, using Pearson product-moment correlation, and using multiple regression analysis to determine the correlations between the variables. The SEM was used to determine the best-fit model for communicative skill.

Results: The study discovered that all variables—strategy, anxiety, and belief in language learning—were at a high level, indicating frequent demonstration by respondents. There was a strong correlation between these characteristics and students' communicative competence. Model 3, the best fit model for communicative competence, used factors such as linguistic competence as well as pragmatic and strategic competence. Metacognitive, cognitive, and memory techniques all indicated a language learning strategy. Fear of low-grade, communication anxiety, and test anxiety all reflect language learning anxiety. Motivation and expectation, learning and communication approach, language learning environment, and language competence all demonstrated a belief in language learning.

Conclusion: The study found that strategy, anxiety, and belief in language learning all play a significant role in students' communicate effectively. The findings serve as a foundation for creating effective language teaching strategies for Filipino language-specialized students.

Keywords: language learning strategy, language anxiety, belief in language learning, Filipino medium, communicative competence, SEM, Philippines.

1. INTRODUCTION

Communicative competence is based on core concepts of grammatical, sociolinguistic, and strategic proficiency, which enable effective language usage for communication as pointed out by Salvador [1]. Gacasan& Oliva [2] highlighted that this competency is essential for personal and academic success since it enables people to communicate ideas, participate in discussions, and improve their learning processes. Despite their relevance, Filipino students frequently struggle to properly apply language structures and grammar in real-world communication, owing to the limitations of structural teaching techniques as stated by Dragon, [3].

In the Philippines, particularly in Region XII, students majoring in Filipino frequently have insufficient communicative competence. This issue originates from the inefficiency of traditional language instruction approaches non developing communicative skills. Furthermore, there is a considerable deficit in local research on the links between language learning strategies, language anxiety, views about language acquisition, and communicative ability as explained by Ho [4].

To address these issues, this study will use Structural Equation Modeling (SEM) to find the best fit model for communicative competence. This study aims to give insights and solutions to improve communicative competence among Filipino language-specialized students by examining the links between language learning strategies, anxiety, and language learning beliefs.

Previous research has emphasized the importance of language learning strategies in acquiring second or foreign languages. Oxford [5] shares seminal work on language learning strategies divides them into six categories: memory, cognitive, compensation, metacognitive, affective, and social. These strategies are critical because they help students make the learning process easier, faster, and more pleasant, thereby improving their communication skills. Al-Qahtani [6] and Alhaysony [7] found that students who effectively used these tactics achieved higher levels of language proficiency. Filipino language learners use a lot of strategies, and there are substantial gender disparities in strategy selection.

Language anxiety, on the other hand, is a significant impediment to successful language learning and communicative competence. Anxiety has been proven in studies to have a poor impact on students' performance in several language skills such as speaking, listening, reading, and writing as viewed in the study of Hidayati et al., [8], Bashori et al. [9]; Aydin [10], and Yayli [11]. According to Labicane [12], significant levels of language anxiety might be caused by a lack of engagement with teachers, low competency, competitive contexts, and personal characteristics. This worry can lead to less involvement and reduced capacity to communicate effectively in the targeted language. Furthermore, the deleterious impacts of linguistic anxiety are well-documented, with strong links observed between high anxiety levels and poor academic performance as showed in the studies of Subekti [13] and Ismail et.al [14].

Furthermore, views regarding language learning have a considerable impact on students' motivation, strategy utilization, and overall effectiveness in language acquisition. Adithepsathit and Wudthayagorn [15] and Momani and Al-oglah [16] found that students'

beliefs influence their approach to learning and communication outcomes. Positive and realistic views are linked to increased success rates, but negative or unrealistic ideas can impede language learning progress based on the study of Al-malki& David [17]. Understanding these ideas enables educators to modify their teaching methods and strategies to better match the requirements of their pupils, hence creating a more conducive learning environment. As a result, understanding the relationship between language learning strategies, anxiety, and beliefs is critical for designing effective interventions to improve communicative competence among Filipino language learners.

This study focuses on Filipino language-specialized students at Region XII's State Universities and Colleges in the second semester of the academic year 2023. The study's goal is to give a thorough knowledge of the elements impacting communicative competence by investigating the interactions of language learning strategies, anxiety, and beliefs on language learning. The findings are likely to help educators establish better teaching strategies and interventions, thereby improving students' communicative talents and academic success. This work addresses a significant vacuum in local research by providing useful insights into language teaching while also contributing to the larger field of applied linguistics.

The study's goal is to look at how students use language learning strategies, with a particular emphasis on metacognitive, compensation, social, cognitive, memory, and affective strategies. It also tries to examine students' language anxiety levels in terms of fear of communication, test anxiety, fear of low grades, and criticism. Furthermore, the study seeks to assess students' attitudes toward language learning, including language aptitude, learning challenges, the nature of language learning, learning and communication strategies, and motivation. Finally, the study intends to assess students' communicative competence levels using linguistic, sociolinguistic, pragmatic, and strategic competence, as well as discourse competence. Furthermore, the study aims to identify the best fit structural model for assessing these variables.

The purpose of this study is to discover significant correlations between language learning strategies and communicative competence, language anxiety and communicative competence, and students' beliefs in language learning and communicative competence. Above all, it seeks to explain the combined and distinct influence of strategies, beliefs, and language anxiety on students' communicative competence. Through these objectives, the study hopes to provide insights into the complex dynamics of language acquisition and communication processes, ultimately shaping pedagogical techniques that will improve students' language competency and communicative capacities.

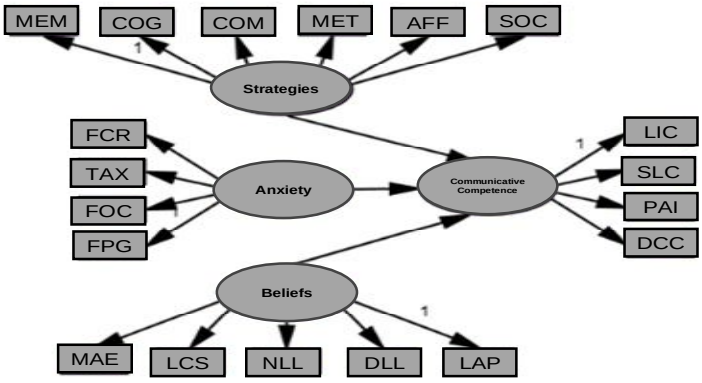

Fig. 1 Conceptual Model on Direct Relationship of Latent Exogeneous Variables

Legend:

MEM- memory	*FPG- fear of receiving poor grades*	*LAP- language aptitude*
COG- cognitive	*FOC- fear of communication*	*LIC- linguistic competence*
COM- compensation	*TAX- test anxiety*	*SLC- sociolinguistic competence*
MET- metacognitive	*MAE- motivation and expectation*	*PAS- pragmatic and strategic competence*
AFF- affective	*LCS – learning and communication strategies*	*DCL- discourse competence*
SOC- social	*NLL- nature of language learning*	
FCR- fear of criticism	*DLL- difficult of language learning*	

2. MATERIAL AND METHODS

2.1 Research Design

The study used a quantitative causal research approach, with Structural Equation Modeling (SEM) as the principal analytical tool. This approach was chosen because it is appropriate for collecting multiple sorts of quantitative data on language learning strategy, language anxiety, beliefs in language learning, and communicative competence among Filipino language-specialized students. Causal research aims to study cause-and-effect relationships by noticing differences in a hypothesized independent variable that may induce changes in other variables and then measuring those changes as highlighted by Taherkhani, Reza, & Moradi [18] and Creswell [19].

Furthermore, they also added that Structural Equation Modeling (SEM) is a powerful and advanced multivariate method used to test and analyze causal relationships between variables. It enhances research integrity and rigor by progressing through stages such as model identification, data collection, estimation, evaluation, and revision. If the hypothesized model is statistically inadequate, an alternative model is developed to better match the data, resulting in more meaningful and accurate outcomes. SEM simultaneously examines multiple associations between variables, improving the robustness of empirical studies.

To analyze data on language learning strategy, language learning anxiety, and communicative competence among Filipino undergraduate students, the researcher used a variety of statistical methods such as mean, standard deviation, Pearson Product Moment Correlation, multiple regression analysis, and Structural Equation Modeling. These strategies will assist in determining the correlations between variables and identifying significant predictors of communicative ability. Structural Equation Modeling will be used to determine the best model for understanding communicative competence.

2.2 Research Respondents

The study's respondents were Filipino language-specialized students from public universities and colleges in CHED Region XII during the academic year 2023. The survey included all public universities and colleges in Region XII, ensuring a wide sample of participants from

different educational institutions in the region. The total sample size was determined to be at least 400, ensuring acceptable representation for the Structural Equation Model (SEM) analysis. While the focus was on public institutions in Region XII, it's important to note that the study excluded students from both public and private universities and colleges who were not enrolled in Filipino language-specialized courses within Region XII. This exclusion criterion was intended to streamline the research focus while still ensuring a sufficient participant pool for data collection.

2.3 Research Instrument

The researcher used a survey questionnaire as her research instrument. There were several processes taken to confirm the instrument's reliability. First, the researcher met with adviser and an expert panel before revising the study's questionnaire. Second, a pilot test was administered to students majoring in Filipino who were not part of the study participants. To assess the validity of each item, statistical analysis was performed, and the Cronbach alpha approach was utilized. Third, the researcher gathered information from the library, the internet, newspapers, and other resources that could be employed in the study. Finally, the Likert Scale was utilized to score the data.Furthermore, the Likert Scale was used, with participants rating their responses based on their level of agreement with the items provided.

The questionnaires underwent pilot testing and were measured using the Cronbach Alpha, which resulted in .936 for the Language Learning Strategy questionnaire, .934 for the Language Anxiety questionnaire, .907 for the Beliefs about Language Learning questionnaire, and .973 for the Communicative Competence questionnaire, indicating the questionnaires' reliability.

3. RESULTS AND DISCUSSION

3.1 Language learning Strategies Level of Filipino Language-specialized students

Table 1 shows that students use language learning strategies at a high level, with an overall mean score of 4.08 and a standard deviation of 0.47. Social indicators had a mean score of 4.16 with a standard deviation of 0.65, memory had a mean score of 4.15 and a standard deviation of 0.53, cognitive strategies had a mean score of 4.14 with a standard deviation of 0.48, metacognitive strategies had a mean score of 4.07 with a standard deviation of 0.54, and affective strategies had a mean score of 3.90 with a standard deviation of 0.55, indicating that students frequently use language learning strategies.

This is consistent with a study conducted by Napil and San Jose [20], who discovered high levels of Filipino language learning strategies among students, with gender also having a crucial influence in this regard. Another study by Al-jarrah et al. [21] emphasizes the relevance of language learning strategies such as cognitive, metacognitive, and social strategies in helping students build effective writing skills. Ibrahim et al. [22] found that students typically use affective methods to improve their oral communicative skills. During the epidemic, students frequently used metacognitive strategies to practice oral communication skills as evident to the study of Marlin et al. [23]

Table 1. Language learning Strategies Level of Filipino Language-specialized students

Indicator	SD	Mean	Descriptive Level
Memory	0.53	4.15	High
Cognitive	0.48	4.14	High
Compensation	0.63	4.05	High
Metacognitive	0.54	4.07	High
Affective	0.55	3.90	High
Social	0.65	4.16	High
Overall	0.47	4.08	High

3.2 Language Anxieties Level of Filipino Language-specialized students

Table 2 displays students' anxiety levels during language learning, with an overall mean score of 3.60 and a standard deviation of 0.62, indicating a high descriptive level. This means that pupils typically experience language learning anxiety. Only one indicator is in the moderate group. fear of criticism scored a mean of 4.00 with a standard deviation of 0.61, test anxiety scored a mean of 3.63 with a standard deviation of 0.68, and fear of bad grades got a mean of 3.54 with a standard deviation of 0.78, suggesting a high descriptive level. Meanwhile, communication anxiety is modest, with a mean of 3.22 and a standard deviation of 0.75. This implies that students frequently display anxiety in language learning

This is further supported by the findings of Bashori et al. [9], who discovered that language learning anxiety is present in all four macro skills: reading, writing, listening, and speaking. Anxiety over language learning is frequently linked to speaking. Altun [24] adds that language learning anxiety impedes the development of communication skills. This is consistent with earlier studies looking into whether second language anxiety impairs students' communication abilities. These research discovered that language anxiety impairs students' communication competence as highlighted by Han et al. [25] and Sun& Zhang [26].

Table 2. Language Anxieties Level of Filipino Language-specialized students

Indicator	SD	Mean	Descriptive Level
Fear of Communication	0.75	3.22	Moderate
Test Anxiety	0.68	3.63	High
Fear of Low Grades	0.78	3.54	High
Fear of Criticism	0.61	4.00	High
Overall	0.62	3.60	High

3.3 Beliefs on Language Learning Level of Filipino Language-specialized students

Table 3 illustrates the levels of students' beliefs about language learning, which have an overall mean score of 3.81 and a standard deviation of 0.40, indicating a high descriptive level. All indicators scored high, however their means and standard deviations differed. Motivation and expectations have an average score of 4.11 and a standard deviation of 0.60. The Nature of Language learning has an average score of 3.89 with a standard deviation of 0.51. Language Aptitude has an average score of 3.84 and a standard deviation of 0.46. Learning and communication techniques have an average score of 3.76 and a standard deviation of 0.44. Difficulty in language learning has a mean score of 3.44 and an SD of 0.59.

The overall results of this table show that students strongly agree on all the elements pertaining to language aptitude, difficulties in language learning, nature of language learning, learning and communication strategies, and motivation and expectations. This shows that individuals regularly express their attitudes toward language learning. This is supported by Rana's study [27], which discovered that students' beliefs are primarily influenced by motivation and expectations, followed by the language learning environment, language proficiency, learning and communication strategies, and, finally, the belief about the difficulty of language learning. Furthermore, Napil and San Jose [20] found that students have strong beliefs about language learning.

Table 3. Beliefs on Language Learning Level of Filipino Language-specialized students

Indicator	SD	Mean	Descriptive Level
Language Aptitude	0.46	3.84	High
Difficulty of Language Learning	0.59	3.44	High
Nature of Language learning	0.51	3.89	High
Learning and Communication Strategies	0.44	3.76	High
Motivation and Expectation	0.60	4.11	High
Overall	0.40	3.81	High

3.4 Communicative Competence Level of Filipino Language-specialized students

Table 4 shows the students' level of communicative competence, with an overall mean score of 3.91 and a standard deviation of 0.59, indicating a high descriptive level. Furthermore, two indicators share the same mean score but differ in standard deviations. Linguistic competence and pragmatic and strategic competence have the same mean score of 3.98, with standard deviations of 0.62 and 0.65. The mean score for sociolinguistic competence is 3.88 with a standard deviation of 0.62, while the mean score for discourse competence is 3.79 with a standard deviation of 0.63.

This is reinforced by Dragon's study [3], which indicates that to teach effectively, a teacher must have great linguistic competence in the language. This involves the ability to provide effective language models, maintain the usage of the target language in the classroom, provide accurate feedback on student language use, and provide input at an appropriate level. Furthermore, Morales and Limpot [28] emphasizes that using language effectively in appropriate settings promotes easy communication, transmits the correct message, and encourages mutual understanding among speakers. When someone achieves this, they are deemed to have communicative competence rather than linguistic competence and can be considered an effective communicator.

Table 4. Communicative Competence Level of Filipino Language-specialized students

Indicator	SD	Mean	Descriptive Level
Linguistic Competence	0.62	3.98	High
Sociolinguistic Competence	0.62	3.88	High
Pragmatic and Strategic Competence	0.65	3.98	High
Discoursal Competence	0.63	3.79	High
Overall	0.59	3.91	High

3.5 Significance on the Relationship between Language Learning Strategies and Communicative Competence

Table 5A reveals a significant relationship between language learning strategies and students' communicative competence, with an overall r-value of.813 and a probability value of.000, which is much lower than the study's .05 significance criterion. As a result, the hypothesis is rejected in favor of the alternative hypothesis, suggesting a strong link between the usage of language learning strategies and students' communicative competence. This suggests that students who employ language learning strategies more frequently are more communicatively competent.

This table shows a significant relationship between students' use of language learning strategies and their communicative competence. This indicates that as students apply learning language techniques, their communication ability improves. This is reinforced by the findings of Meenambal and Meenakshi [29], who discovered that language learning strategies are ways employed by students to improve their learning. These strategies are necessary for language learning because they encourage students to actively participate, which is critical for establishing communicative competence.

Table 5A. Significance on the Relationship between Language Learning Strategies and Communicative Competence

Language Learning Strategies	Communicative Competence				
	LC	SC	PAS	DC	Overall
MEM	.651**	.633**	.618**	.635**	**.671****

	.000	.000	.000	.000	**.000**
COG	.692**	.656**	.664**	.617**	**.696****
	.000	.000	.000	.000	**.000**
COM	.548**	.573**	.590**	.542**	**.598****
	.000	.000	.000	.000	**.000**
MET	.734**	.689**	.701**	.666**	**.738****
	.000	.000	.000	.000	**.000**
AFF	.595**	.636**	.568**	.614**	**.638****
	.000	.000	.000	.000	**.000**
SOC	.716**	.716**	.790**	.653**	**.762****
	.000	.000	.000	.000	**.000**
Overall	**.779****	**.773****	**.783****	**.737****	**.813****
	.000	**.000**	**.000**	**.000**	.000

Legend:

MEM- memory	*AFF- affective*	*SLC- sociolinguistic competence*
COG- cognitive	*SOC- social*	*PAS- pragmatic and strategic competence*
COM- compensation	*LAP- language aptitude*	*DCL- discourse competence*
MET- metacognitive	*LIC- linguistic competence*	

3.6 Significance on the Relationship between Language Anxieties and Communicative Competence

Table 5B shows a significant relationship between language anxiety and communicative competence of students, with an overall r-value of.677 and a p-value of.000 (significant), which is much lower than the .05 significance level used in this study. As a result, the hypothesis is rejected in favor of the alternative hypothesis, demonstrating a strong link between language anxiety and students' communicative skill.

The results of this table show a significant correlation between language anxiety and students' communicative competence. This implies that high language anxiety reduces students' communication competence. This finding is supported by Subekti's study [14] on the relationship between language learning anxiety levels and students' communication competence, which identified a negative correlation between their performance and language anxiety. Additionally, various research conducted by Mehdi and Kumar [30], Wang and McIntyre [31] has indicated that students who perform badly in speech or academic discussions typically experience language anxiety.

Table 5B. Significance on the Relationship between Language Anxieties and Communicative Competence

Language Anxieties	Communicative Competence				
	LC	SC	PAS	DC	Overall
FOC	.389** .000	.348** .000	.346** .000	.474** .000	.411** .000
TAX	.584** .000	.561** .000	.540** .000	.567** .000	.597** .000
FCP	.581** .000	.573** .000	.543** .000	.620** .000	.613** .000
FCR	.719** .000	.774** .000	.757** .000	.685** .000	.777** .000
Overall	.642** .000	.634** .000	.614** .000	.667** .000	.677** .000

Legend:

FCR- fear of criticism
TAX- test anxiety
LAP- language aptitude
FPG- fear of receiving poor grades
PAS- pragmatic and strategic competence
LIC- linguistic competence
FOC- fear of communication
DCL- discourse competence
SLC- sociolinguistic competence

3.7 Significance on the Relationship between Beliefs on Language Learning and Communicative Competence

Table 5C shows a significant relationship between beliefs about language learning and students' communicative competence, with an overall R-value of.769 and a p-value of.000 (significant), which is much lower than the.05 significance level specified for this study. As a result, the hypothesis is rejected in favor of the alternative hypothesis, demonstrating a strong correlation between language learning beliefs and students' communicative competence.

This table's findings show that there is a significant relationship between students' communicative competence and their language learning views. This suggests that linguistic capacity, difficulties in language learning, nature of language learning, learning and communication strategies, motivation, and expectations all play an important influence in students' communicative competence. It implies that students' beliefs of their own talents and the nature of language learning have a major influence on their communicative competence. If a learner believes in their potential to learn a language and is confident in their speaking abilities, they are more likely to succeed during exchanges.

This is strengthened by Al-malki and David's [17] study, which underlines the importance of language learning beliefs on students' success and competence in communicating. According to the findings, positive yet practical perspectives lay the groundwork for language acquisition success, whereas negative or unrealistic beliefs may hinder it.

Table 5C. Significance on the Relationship between Beliefs on Language Learning and Communicative Competence

Beliefs on Language Learning	Communicative Competence				
	LC	**SC**	**PAS**	**DC**	**Overall**
LAP	.517**	.520**	.496**	.476**	**.532****
	.000	.000	.000	.000	**.000**
DLL	.308**	.286**	.233**	.342**	**.309****
	.000	.000	.000	.000	**.000**
NLL	.664**	.632**	.645**	.632**	**.682****
	.000	.000	.000	.000	**.000**
LCS	.608**	.617**	.579**	.559**	**.625****
	.000	.000	.000	.000	**.000**
MAE	.788**	.802**	.770**	.716**	**.814****
	.000	.000	.000	.000	**.000**
Overall	**.749****	**.741****	**.706****	**.709****	**.769****
	.000	**.000**	**.000**	**.000**	**.000**

Legend:

MAE- motivation and expectation

DLL- difficult of language learning

NLL- nature of language learning

LCS – learning and communication strategies

MAE- motivation and expectation

PAS- pragmatic and strategic competence

DCL- discourse competence

LAP- language aptitude

LIC- linguistic competence

SLC- sociolinguistic competence

3.8 Significance on the Influence between Strategies, Anxieties and Beliefs on Language Learning and Communicative Competence

Table 6 demonstrates that language learning strategies, language anxiety, and beliefs about language acquisition all have a significant impact on students' communicative competence. The results show an F-value of 374.057, R values of.860 and.739, and a p-value of.000, which is significantly lower than the.05 significance level selected for this study.

This table shows that the variables discussed earlier—language learning strategies, language anxiety, and beliefs on language learning—have a considerable influence on

students' communicative competence in language learning. This finding is consistent with Franca and Napil's [32] study, which emphasizes the necessity of utilizing suitable and effective language learning strategies in teaching to improve understanding, transmit meaning, and increase grammatical, discursive, phonological, and language rule competence. Altamimi and Hussein's [33] study also found that language anxiety has a substantial impact on language acquisition and students' communicative skills. Further research by Adithepsathit&Wudthayagorn [15] and Momani & Al-oglah [16] indicates that beliefs about language learning have a considerable impact on language acquisition success and capacity to utilize the language successfully.

.**Table 6. Significance on the Influence between Strategies, Anxieties and Beliefs on Language Learning and Communicative Competence**

	Communicative Competence			
(Variables)	B	β	t	Sig.
Constant	-.751		-4.961	.000
Language Learning Strategies	.652	.520	13.163	.000
Language Anxiety	.207	.215	5.842	.000
Beliefs on Language Learning	.329	.222	4.861	.000
R	.860			
R2	.739			
∆R	.737			
F	374.057			
ρ	.000			

3.9 Summary of goodness of fit measures of three structural models

The final objective of this research is to determine which model best fits the variables as predictors of communicative competence. To satisfy goodness of fit measures, the suggested framework in Figure 1 must be adjusted. Table 7 summarizes the three models that were created for this study.

Structural Model 3 is the best among all the models analyzed. It has a P-value of 0.069, indicating statistical significance. The CMIN/DF ratio is 1.429, which falls within the ideal range. The GFI (0.984), CFI (0.997), NFI (0.990), and TLI (0.993) are all above 0.95, demonstrating excellent fit. Additionally, the RMSEA is low at 0.033, indicating minimal error, and the P-close value is 0.895, further supporting the model's good fit. Thus, Model 3 is clearly the most optimal among the three models examined.

The results of the goodness of fit for Model 3 are highly acceptable because all the indices met the established criteria against the obtained fit values. These indices fulfilled the requirements of goodness of fit measures, indicating that the developed model fits well. To identify the most suitable model, all indices must fall within acceptable ranges: the chi-square/degrees of freedom ratio should be less than 5 with a corresponding p-value higher than 0.05; the RMSEA should be below 0.05 with a P-close value greater than 0.05; and other indices such as the NFI, TLI, CFI, and GFI should all be higher than 0.95. Model 3 meets all these criteria, making it the best fit model.

Table 7. Summary of goodness of fit measures of three structural models

Model	P-value (>0.05)	CMIN / DF (0<value< 2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	12.304	.693	.776	.762	.743	.168	.000
2	.000	8.495	.750	.855	.839	.830	.137	.000
3	**.069**	**1.429**	**.984**	**.997**	**.990**	**.993**	**.033**	**.895**

3.10 Best Fit Model on Communicative Competence

This section analyzes the relationships between language learning strategies, language anxiety, and beliefs about language learning on the communicative competence of students. Three alternative models were tested to find the best-fitting model for the students' communicative competence. Each model comprised two sub-models: the measurement model, which indicates the factor loadings on their latent constructs, and the structural model, which describes the relationships between the latent variables.

Model 3 emerged as the most suitable structure, explaining the internal relationships among the exogenous variables (strategies, language anxiety, and beliefs about language learning) and their direct causal relationship to the endogenous variable, the students' communicative competence. The model shows that language anxiety has a bidirectional causal relationship with both language learning strategies and beliefs about language learning. Additionally, beliefs about language learning also have a bidirectional causal relationship with language anxiety, indicating that these variables are interrelated and collectively influence the communicative competence of students majoring in Filipino.

The analysis further revealed specific indicators within each variable that are significant predictors of communicative competence. Notably, three out of six indicators for language learning strategies (memory, cognitive, and metacognitive) remained important predictors. Similarly, three out of four indicators for language anxiety (communication apprehension, test anxiety, and fear of low grades) were found to impact communicative competence. For beliefs about language learning, four out of five indicators (motivation and expectations, nature of language learning, learning and communication strategies and language aptitude) significantly influenced communicative competence.

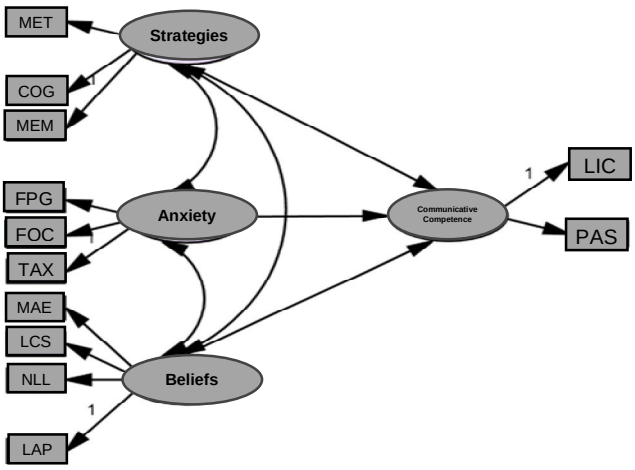

Fig. 2 Best Fit Model on Communicative Competence of Filipino Language-specialized students

Legend:

MET- metacognitive	*FOC- fear of communication*	*NLL- nature of language learning*
COG- cognitive	*TAX- test anxiety*	*LAP- language aptitude*
MEM- memory	*MAE- motivation and expectation*	*LIC- linguistic competence*
FPG- fear of receiving poor grades	*LCS- learning and communication strategies*	*PAS- pragmatic and strategic competence*

4. CONCLUSION AND RECOMMENDATIONS

The application of a structural equation model in this study offered a solid foundation for conducting a systematic examination of the variables. The findings revealed that Filipino language-specialized students had high levels of language learning strategies, language anxiety, language learning beliefs, and communicative competence. These data indicate that respondents commonly demonstrate, and support items linked to these factors.

Significant correlations were discovered between language learning strategies, language anxiety, beliefs about language learning, and communicative competence, leading to the rejection of the null hypothesis. Furthermore, these variables were revealed to have a significant influence on communicative competence, which supported the rejection of the null hypothesis. Model 3 was found to be the best fit to the data, with consistent indices confirming this. The goodness of fit for Model 3 was excellent, satisfying all the set criteria.

The study's findings, which reveal high levels of strategy use, anxiety, beliefs on language learning, and communicative competence, are consistent with Canale and Swain's Communicative Competence model. According to their model, communicative competence is determined not only by mastery of the technical aspects of language, but also by the ability to grasp and apply it in actual communication. Thus, the respondents' high degree of language competence demonstrates their capacity to successfully communicate and use the language in a variety of circumstances.

In conclusion, the study found that language learning strategies, language anxiety, and language learning beliefs all had a significant impact on students' communicative competence. The structural equation model study demonstrated that these variables are interconnected and together contribute to the development of communicative competence As a result, the study emphasizes the necessity of instilling positive ideas, lowering fear, and using effective learning tools to improve students' communicative skills.

Based on the study findings, several recommendations are proposed for educators and administrators to enhance students' communicative competence. Firstly, teachers should implement activities aimed at strengthening students' positive disposition towards language learning. These may include journaling or reflective writing exercises about their language learning experiences, promoting peer support groups where students can collaborate and support each other, and conducting self-reflection sessions to help students understand their goals and motivations in language learning.

Secondly, to address students' language anxiety, particularly in areas such as fear of criticism, teachers and administrators should organize debriefing and reflection sessions. These sessions can provide students with an opportunity to share their emotions and challenges faced in language use, focusing on the positive aspects of their experiences and helping them identify strategies to overcome their anxieties. Additionally, professional counseling services should be made available to students to address emotional challenges related to language use, with guidance counselors or psychologists specializing in emotional management providing tools and techniques to support students.

CONSENT

The author(s) have gathered and retained the written consent of participants in accordance with international or university standards.

ETHICAL APPROVAL

The research was done using a thorough ethical process that followed accepted guidelines and principles. All required guidelines were followed to guarantee that participants' well-being and rights were maintained throughout the study. After submitting the research papers for review, the researchers were granted a Certificate of approval with UMERC Protocol No. UMERC-2024-079.

REFERENCES

1. Salvador, Robert T. “Communicative Competence of Senior High School Students: Basis for Remedial Program in English.” Social Science Research Network, Jan. 2023, https://doi.org/10.2139/ssrn.4418525.
2. Gacasan, Arcel W., and Elleine Rose A. Oliva. “A Structural Equation Model Of Communicative Competence In Filipino.” EPRA International Journal of Multidisciplinary Research, Feb. 2022, pp. 239–47. https://doi.org/10.36713/epra9603.
3. Dragon, Clarisse. “Pagtataya Sa KomunikatibongKasanayangPangwika ng mga Guro Sa Filipino.” American Journal of Humanities and Social Sciences Research, vol. 7, no. 1, 2023, pp. 269–81, www.ajhssr.com/volume-7-issue-1
4. Ho, Ya-Yu Cloudia. “Communicative Language Teaching and English as a Foreign Language Undergraduates’ Communicative Competence in Tourism English.” Journal of Hospitality, Leisure, Sport & Tourism Education, vol. 27, Nov. 2020, p. 100271. https://doi.org/10.1016/j.jhlste.2020.100271.
5. Oxford, Rebecca L. Teaching and Researching Language Learning Strategies: Self-Regulation in Context. 2nd ed., Routledge, 2017, pp. 45-89. DOI:10.4324/9781315719146.
6. Al-Qahtani, Mona Faisal. “Relationship Between English Language, Learning Strategies, Attitudes, Motivation, and Students’ Academic Achievement.” Education in Medicine Journal, vol. 5, no. 3, Aug. 2013, https://doi.org/10.5959/eimj.v5i3.124.
7. Alhaysony, Maha. “Language Learning Strategies Use by Saudi EFL Students: The Effect of Duration of English Language Study and Gender.” Theory and Practice in Language Studies, vol. 7, no. 1, Jan. 2017, p. 18. https://doi.org/10.17507/tpls.0701.03.
8. Hidayati, A., Dewi, N. Nurhaedin, E. &Rosmala, D. (2020). Foreign Language Listening Anxiety in an Academic Listening Class. Journal of English for Academic. Vol. 7. No. 2. (2020)
9. Bashori, M., Van Hout, R., Strik, H. &Cucchiarini, C. Web-based Language Learning and Speaking Anxiety. Computer Assisted Language Learning. Computer Assisted Language Learning, (2020) DOI: 10.1080/09588221.2020.1770293.

10. Aydin, S. Technology and Foreign Language Anxiety: Implications for Practice and Future Research. Journal of Language and Linguistic Studies, 14(2), 193-211; 2018
11. Yayli, Demet. “The Second Language Writing Anxiety: The Perceived Sources and Consequences.” Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, Jan. 2019, https://doi.org/10.9779/puje.2018.231.
12. Labicane, Gianinna Elaine Malapote. “Foreign Language Anxiety Experiences Of Filipino Students Across The Four Macro Skills.” Language Literacy : Journal of Linguistics, Literature, and Language Teaching, vol. 5, no. 1, June 2021, pp. 254–64. https://doi.org/10.30743/ll.v5i1.3761.
13. Ismail, Zawawi Bin, et al. “Relationship Between Oral Language Anxiety and Students’ Arabic Language Learning Outcomes in Malaysian Secondary Schools.” IJoLE (International Journal of Language Education), vol. 1, no. 1, State University of Makassar, Mar. 2023, p. 143. https://doi.org/10.26858/ijole.v1i1.37368.
14. Subekti, A. Investigating the Relationship between Foreign Language Anxiety and Oral Performance of Non-English Major University Students in Indonesia. DinamikaIlmu. Vol. 18, No. 1, 2018. doi: http://dx.doi.org/10.21093/di.v18i1.880
15. Adithepsathit, Urairat, and JiradaWudthayagorn. “Beliefs about English language learning, attitudes and motivation of undergraduate students of Prince of Songkla University, Surat Thani Campus.” Suranaree Journal of Social Science, vol. 12, no. 2, 2018, pp. 24–46, https://doi.org/10.55766/kpok7373
16. Momani, Muntaha Ali Mohammad Al, and Roba Mahmoud Ali Aloglah. “The Association Between Beliefs About Language Learning and Language Proficiency Among Jordanian EFL Learners at Ajloun University College.” Journal of Language Teaching and Research, vol. 12, no. 1, Academy Publication, Jan. 2021, p. 144. https://doi.org/10.17507/jltr.1201.16
17. Al-Malki, Eidah Abdullah, and Choudhary Zahid Javid. "Identification of Language Learning Beliefs Among Saudi EFL Learners." Social Science Research Network, RELX Group (Netherlands), January 2018, pp. 1-17, https://doi.org/10.2139/ssrn.3308275.
18. Taherkhani, Reza, and Reza Moradi. "The Relationships among self-regulation, Emotional Intelligence, Willingness to Communicate, and Reading Comprehension of Persian Foreign Language Learners: Structural Equation Modeling." Foreign Language Annals 55.3 (2022): 742-68. ProQuest.
19. Creswell, J. W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 2008. https://www. ucg.ac.me/skladiste/blog_609332/objava_ 105202/fajlovi/Creswell.pdf
20. Napil, Melissa C., and Ariel E. San Jose. “Beliefs and Strategies in Filipino Language Learning and Academic Performance of Indigenous Students.” International Journal of Educational Policy Research and Review, vol. 7, no. 5, Journal Issues Limited, 151-163 Sept. 2020, https://doi.org/10.15739/ijeprr.20.017.
21. Al-Jarrah, Tamer Mohammad, et al. “The Application Of Metacognition, Cognitivism, And Constructivism In Teaching Writing Skills.” European Journal of Foreign Language Teaching, Jan. 2019, https://doi.org/10.46827/ejfl.v0i0.2189.
22. Ibrahim, Faisal, et al. “Language Learning Strategies In English Speaking Skills: Gaining The Perspective Of Nursing Students.” The Journal of Learning and Technology, vol. 2, no. 1, June 2023, pp. 8–17. https://doi.org/10.33830/jlt.v2i1.4411.

23. Marlin, Marlin, et al. “Investigating Students’ Language Learning Strategies During Online Learning: How They Deal With Speaking Ability.” JEELLS (Journal of English Education and Linguistics Studies), vol. 8, no. 2, June 2022, pp. 229–61. https://doi.org/10.30762/jeels.v8i2.3262.
24. Altun, M. “The Impact of Speaking Anxiety on the Development of Communication Skills.” International Journal of Social Sciences & Educational Studies, vol. 10, no. 2, Jan. 2023, https://doi.org/10.23918/ijsses.v10i2p104.
25. Han, S., Li, Y., & Haider, S.A. “Impact of Foreign Language Classroom Anxiety on Higher Education Students Academic Success: Mediating Role of Emotional Intelligence and Moderating Influence of Classroom Environment”. Frontiers in Psychology, 13,1-12. N 2022. https://doi:10.3389/fpyg.2022.945062
26. Sun, Peijian Paul, and Lawrence Jun Zhang. “Effects of Translanguaging in Online Peer Feedback on Chinese University English-as-a-Foreign-Language Students’ Writing Performance.” RELC Journal, vol. 53, no. 2, Apr. 2022, pp. 325–41. https://doi.org/10.1177/00336882221089051.
27. Rana, Neha. “A study of ESP students’ English language learning beliefs, strategies, and academic English achievement.” Research Review International Journal of Multidisciplinary, vol. 8, no. 7, 15 July 2023, pp. 75–90, https://doi.org/10.31305/rrijm.2023.v08.n07.011.
28. Morales, Ryan O., and Marilou Y. Limpot. “A Structural Relationship Model of Communicative Competence.” Asian Journal of Education and Social Studies, vol. 47, no. 1, July 2023, pp. 26–42. https://doi.org/10.9734/ajess/2023/v47i11014.
29. Meenambal, D. S., and S. Meenakshi. “The Effectiveness of Communication Strategies to Develop the Communicative Competency of ESL Learners.” Theory and Practice in Language Studies, vol. 12, no. 10, Sept. 2022, pp. 1961–68. https://doi.org/10.17507/tpls.1210.02.
30. Mehdi, Y., & Kumar, S. “English Language Anxiety and Its Impact on the Communicative Performance of the Learners w.r.t the Students of B-Schools in Delhi NCR, India.” International Journal of Recent Technology and Engineering, vol. 8, no. 3S3, Dec. 2019, pp. 30–41. https://doi.org/10.35940/ijrte.c1027.1183s319.
31. Wang, Lanxi, and Peter D. MacIntyre. “Second Language Listening Comprehension: The Role of Anxiety and Enjoyment in Listening Metacognitive Awareness.” Studies in Second Language Learning and Teaching, vol. 11, no. 4, Dec. 2021, pp. 491–515. https://doi.org/10.14746/ssllt.2021.11.4.2.
32. Franca, Jovelyn L., and Melissa C. Napil. ‘Study Skills, Writing Strategies and Reading Habits: A Causal Model in Motivation in Learning a Language’. Asian Journal of Education and Social Studies, Sciencedomain International, Nov. 2022, pp. 40–59, https://doi.org10.9734/ajess/2022/v34i3733.
33. Altamimi F & Hussein D. “The correlation between language anxiety and foreign language achievement among undergraduate students at the University of Tabuk.” Recent Educational Research, vol. 2, no. 1, 25 Mar. 2024, pp. 40–53, https://doi.org/10.59762/rer90410536212024030512584O.