Research Frontiers: International Journal of Social Science and Technology

Journal Homepage:
https://researchfrontiersjournal.com/index.php/pub/index

Research Article

The Mediating Role of Visual Strategies in Language Teaching in the Relationship Between Students' Communicative Competence and Academic Motivation

Edgar A. Monte[1] | **Marilou Y. Limpot**[2]

[1-2]*University of Mindanao, Professional Schools, Davao City, Philippines
*e.monte.468392@umindanao.edu.ph

Article Info

A B S T R A C T

This study aims to explore the role of visual strategies in language teaching and their relationship with students' communicative competence and academic motivation. Quantitative research employed a descriptive-correlational design and utilized statistical tools such as the mean, Pearson r, and regression analysis to examine and interpret the data. The study was conducted in public senior high schools within the Municipality of Malungon, Sarangani Province, involving a total of 306 students enrolled in Filipino subjects.

The research instruments used include three questionnaires: "From Memorising to Visualising: The Effect of Using Visualisation Strategies to Improve Students' Spelling Skills" by Nahari and Alfadda, "Teachers and Students' Perceptions of Communicative Competence in English as a Foreign Language in Indonesia" by Hery, and "Academic Motivation Scale for Learning Biology: A Scale Development Study" by Aydin et al.

Findings revealed that the participants responded positively to activities that enhanced their motivation and communicative competence. However, results also indicated a limited understanding among students regarding the use of visual strategies in language teaching. Furthermore, the analysis showed a significant relationship among the study variables, yet it was found that visual strategies did not mediate the relationship between communicative competence and academic motivation. These findings carry important implications for teachers and educators in the field of language instruction.

INTRODUCTION

Lack of academic motivation continues to pose a serious challenge in the field of education. Hidajat et al. (2021) emphasize the persistence of both intrinsic and extrinsic motivational deficiencies, while Ramis and Loh (2021) associate this decline particularly with the lack of social interaction in online learning contexts. Mauliya et al. (2021) further argue that low academic performance hinders students from achieving their educational goals. A preliminary survey among 30 first-year students in a private university revealed that 56% experience severe stress, 50% show signs of depression, and 66% struggle academically. More specifically, 53% have trouble focusing, 37% have lost interest in learning, and 30% lack motivation (Christino et al., 2021). These figures underscore the urgent need for intervention and the significance of addressing academic motivation as the dependent variable of this study. Numerous studies have established a positive link between communicative competence and academic motivation. Malik et al. (2021) assert that students' motivation increases as their strategic and sociolinguistic communication skills improve. Similarly, visual strategies have been shown to strengthen both communication and academic performance. Tovstohan et al. (2021) and Gallardo et al. (2021) highlight how charts, diagrams, and graphic organizers aid comprehension and engagement. These tools, according to Sedudji Kwesi Tayviah et al. (2021), also elevate intrinsic motivation by fostering participation and interest. Javed et al. (2021) further connect visual strategies to extrinsic motivation by promoting goal clarity and relevance.

Empirical literature affirms the interrelationship among the variables in this study. Communicative competence (IV) has a direct impact on academic motivation (DV), while also enhancing the effective use of visual strategies (MV), which, in turn, contribute to increased academic motivation. The integration of communicative competence and visual strategies thus plays a pivotal role in fostering motivational outcomes. This study is anchored on the Self-Determination Theory (SDT) by Deci and Ryan (2000), which posits that individuals are intrinsically motivated when three psychological needs—autonomy, competence, and relatedness—are fulfilled. Visual strategies and communicative competence serve as avenues to address these needs, thereby improving students' academic drive. Supporting this main framework are the Achievement Goal Theory (Chazan et al., 2021), which explains how mastery goals lead to better engagement, and Goal Setting Theory (Cheng, 2021), which emphasizes the power of clearly defined goals in guiding student motivation. Additionally, Dual Coding Theory by Paivio (1991) underscores the cognitive benefits of combining verbal and visual elements in learning. From a personal standpoint, Self-Determination Theory provides a meaningful lens for understanding student motivation, especially in how visual and communicative strategies can empower

---

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

learners to take ownership of their academic journey.

The conceptual framework of this study follows a mediation model where communicative competence (Malik et al., 2021) influences academic motivation (Sedudji Kwesi Tayviah et al., 2021) through the mediating role of visual strategies (Tovstohan et al., 2021). Communicative competence refers to the ability to convey and interpret messages effectively across contexts, while visual strategies involve the use of learning visuals such as diagrams and charts. Academic motivation, as the dependent variable, includes both intrinsic and extrinsic drivers that influence a student's engagement in schoolwork. Each variable draws from established instruments with clear indicators: sociolinguistic skills, use of diagrams, and intrinsic motivation.

A significant research gap exists in the lack of studies examining the combined influence of communicative competence and visual strategies on academic motivation, particularly among Filipino college students. Existing literature often isolates these variables rather than exploring their interconnectedness. This study is timely and relevant, given increasing concerns about student disengagement and the ongoing need for innovative pedagogical strategies. The objectives of this study are to describe the levels of communicative competence, visual strategy use, and academic motivation among first-year students; to determine the relationship between communicative competence and academic motivation; and to assess whether visual strategies significantly mediate this relationship. These objectives aim to clarify both descriptive and inferential aspects of the study's variables.

The study holds global and social significance by contributing to the growing body of literature on academic motivation and providing practical approaches for enhancing student engagement. Its findings will be valuable to educators, guidance counselors, academic institutions, and curriculum developers aiming to foster holistic student development. Furthermore, it will benefit communities and future researchers by offering insights into learner-centered practices that promote both academic performance and psychological well-being.

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

Path C

Communicative Competence

Academic Motivation
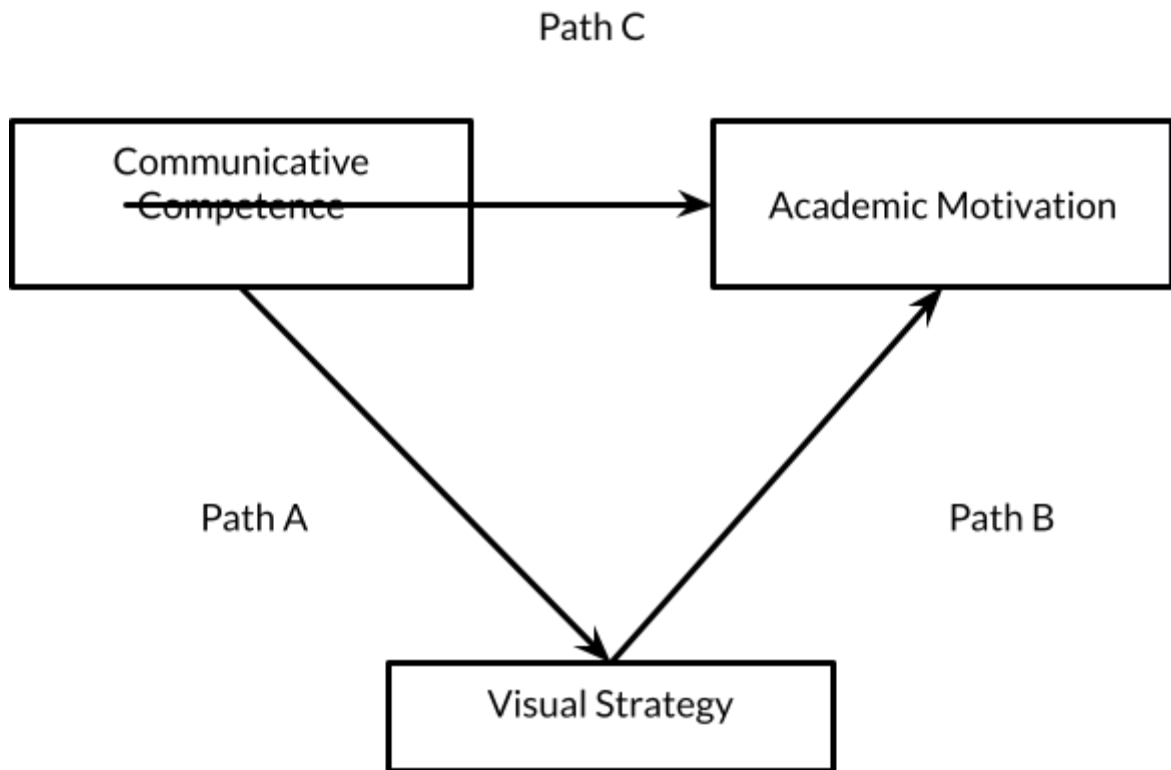
Path A

Path B

Visual Strategy

Figure 1: Conceptual Framework

Figure 1 illustrates the conceptual framework of this study, highlighting the relationship among the three core variables: communicative competence (independent variable), visual strategy (mediating variable), and academic motivation (dependent variable). The framework proposes that communicative competence may directly influence academic motivation and indirectly affect it through the use of visual strategies as a facilitating tool for enhanced learning.

Path A examines how communicative competence promotes the use of visual strategies; Path B explores the impact of visual strategies on academic motivation; and Path C investigates whether communicative competence directly affects academic motivation independent of mediation. Communicative competence is measured using Herry's (2021) tool with eight indicators, including linguistic, sociolinguistic, discourse, and strategic competencies. Visual strategy is based on Nahari and Alfadda's (2021) instrument, focusing on visual input, verbal-visual integration, and student engagement. Academic motivation is assessed through Aydin et al.'s (2021) scale, which includes intrinsic, extrinsic, and amotivation components.

While prior studies support the positive effects of visual aids in language learning,

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

few have explored their mediating role between communicative competence and academic motivation, particularly among Filipino students. This study fills that gap by examining the mediating influence of visual strategies and their potential to enhance student motivation in language learning.

The study is relevant to the local context, especially in rural areas like Malungon, Sarangani Province, where students face challenges in communication and motivation. It seeks to determine the levels of communicative competence, use of visual strategies, and academic motivation among students; the relationships between these variables; and the mediating role of visual strategies—all tested at a 0.05 significance level.

This research contributes to the global literature on language education by offering empirical evidence on how communicative competence and visual strategies influence academic motivation. It aligns with SDG 4: Quality Education, by promoting inclusive and effective teaching practices. The findings will benefit teachers, school administrators, curriculum planners, local government units, and future researchers in designing responsive, student-centered learning strategies.

METHODS

Respondents of the Study

This study targeted Grade 11 Senior High School students from the four largest public schools in each district of Malungon, Sarangani Province during the academic year 2024–2025. Participants shared common characteristics: they were 16–17 years old, enrolled in the Filipino subject, and studying in public Senior High School programs. Students from Grades 7–10 and Grade 12 were excluded to focus specifically on Grade 11 students' competence and motivation.

Out of a total population of 1,500 students enrolled in Filipino, a sample of 306 was determined using the Raosoft calculator at a 95% confidence level and 5% margin of error, in line with sampling guidelines for reliability (Memon et al., 2020; Andrade, 2018). Stratified random sampling was employed to ensure proportional representation: 42 students from Malungon 1, 77 from Malungon 2, 76 from Malungon 3, and 111 from Malungon 4, based on official enrollment data from the Learners Information System (LIS).

Participation was voluntary, with no form of coercion or compensation. Students who chose to withdraw were respectfully acknowledged. The study was conducted in Malungon, a municipality in eastern Sarangani known for its large population of young learners from both urban and rural communities. It was selected as the research site due to the researcher's residence and the availability of a substantial number of Senior High School students.

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

Despite advances in technology, the use of visual strategies in teaching remained limited in many public schools in the area. This highlighted the relevance of the study in assessing how visual strategies mediated the relationship between communicative competence and academic motivation in the local context.

Materials/Instruments

This study employed a quantitative descriptive-correlational design to examine the mediating role of visual strategies in the relationship between communicative competence and academic motivation among Senior High School students. The instrument consisted of three sections: visual strategies (15 items) adapted from Nahari and Alfadda (2021), communicative competence (50 items across eight indicators) based on Hery (2021), and academic motivation (19 items on intrinsic, extrinsic, and amotivation) drawn from Aydin et al. (2014). Visual strategy levels were interpreted using a five-point scale, with descriptors ranging from "Very Low" to "Very High."

To ensure content validity and reliability, the instruments were reviewed by five experts and pilot-tested. Cronbach's Alpha coefficients showed high reliability: 0.73 for visual strategy, 0.93 for communicative competence, and 0.83 for academic motivation.

Data were gathered from Grade 11 students across four public schools using stratified random sampling. Ethical standards were strictly observed. The instrument underwent expert validation, translation, and approval by the University of Mindanao Ethics Review Committee (UMERC-2024-294). Formal permissions from the university and participating schools were secured. Data collection was conducted with voluntary, informed consent, and participants could withdraw at any time.

The researcher ensured data privacy, anonymity, and confidentiality. Data were stored securely and disposed of following ethical protocols. A statistician conducted the analysis using mean, Pearson r, regression, and path analysis.

The study aimed to offer practical insights for improving instructional design by integrating visual strategies to enhance communication and motivation. It also sought to support students in rural areas with limited access to innovative teaching tools. Teachers, administrators, and curriculum developers could use the findings to refine educational programs. Ethical compliance was upheld throughout the process, with no data fabrication or conflict of interest. All sources were properly cited, and the manuscript was submitted to Turnitin to ensure originality.

Design and Procedure

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

This study utilized a quantitative descriptive-correlational research design to examine the mediating role of visual strategies in the relationship between communicative competence and academic motivation (Miksza et al., 2019). The design enabled both a descriptive analysis of each variable and a correlational examination of their interrelationships, supporting the study's educational focus.

The research instrument consisted of three validated sections: 15 items on visual strategies (Nahari & Alfadda, 2021), 50 items on communicative competence (Hery, 2021), and 19 items on academic motivation (Aydin et al., 2014). Experts reviewed and approved the instrument, and pilot testing confirmed its reliability: 0.73 for visual strategy, 0.93 for communicative competence, and 0.83 for academic motivation.

The study followed a strict ethical protocol. It secured approval from the University of Mindanao Ethics Review Committee (UMERC-2024-294) and obtained formal permission from relevant institutions. Participation was voluntary, with respondents free to withdraw at any time. All personal information was kept confidential in compliance with the Data Privacy Act, and data were securely stored and later deleted following industry standards.

Data collection involved Senior High School students enrolled in Filipino from four public schools. The selection followed predetermined criteria using the Raosoft calculator and stratified random sampling. A statistician conducted the analysis using mean, Pearson r, regression, and path analysis to determine the strength and direction of relationships among variables.

The study aimed to provide meaningful contributions to students and educators by highlighting how visual strategies can enhance communicative competence and academic motivation. It offered practical insights for curriculum development and teacher training. No data were fabricated or manipulated; all findings were truthfully reported, with proper attribution of all intellectual sources. The manuscript underwent plagiarism screening via Turnitin and was improved based on adviser and panel feedback. The researcher acknowledged full responsibility for the study and ensured academic integrity throughout the research process.

RESULTS AND DISCUSSION

This section presents the gathered results that address the objectives of the study. It provides a description of the mediating role of visual strategies in language instruction, focusing on the relationship between students' communicative competence and academic motivation.

Communicative Competence

Based on the analysis in Table 1, the level of students' communicative competence across

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

various aspects of language was assessed. The overall mean was 3.89 with a standard deviation of 0.59, indicating a high level of communicative competence. This suggests that, in general, the students demonstrated adequate to strong proficiency in using language across diverse communication contexts.

Table 1:
Level of Communicative Competence

Indicators	SD	Mean	Description
Language Learning	0.65	4.26	Highest
Language Study	0.73	3.80	High
Focus on Sound	0.84	3.79	High
Vocabulary	0.70	3.81	High
Structure	0.75	3.90	High
Sociolinguistics	0.70	3.97	High
Discourse Competence	0.74	3.72	High
Strategic Competence	0.77	3.87	High
Overall	**0.59**	**3.89**	**High**

The highest mean was observed in the indicator *Language Learning* (M = 4.26, SD = 0.65), suggesting that students exhibited the strongest competence in understanding the fundamental concepts of language. This was followed by *Sociolinguistics* (M = 3.97, SD = 0.70) and *Structure* (M = 3.90, SD = 0.75), both classified as high levels of competence. These results imply that students are capable of using language appropriately in social settings and are proficient in applying grammatical rules in communication.

Also falling under the high level were *Strategic Competence* (M = 3.87, SD = 0.77), indicating students' ability to sustain communication through various strategies despite challenges; *Vocabulary* (M = 3.81, SD = 0.70); and *Focus on Sound* (M = 3.79, SD = 0.84), reflecting a solid grasp of phonology and word use.

Discourse Competence recorded the lowest mean (M = 3.72, SD = 0.74) among all indicators, yet still fell within the high level, suggesting that students are able to organize ideas and maintain meaningful conversations or exchanges of information.

Overall, the findings reveal that students possess a high level of communicative competence across multiple language domains—an essential skill for their development as effective speakers and listeners within and beyond academic contexts.

These results affirm that students demonstrate strong and stable

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

communicative competence, reflecting their capacity to engage in meaningful language use. This encompasses not only the structural aspects of language—such as vocabulary, syntax, morphology, semantics, and phonology—but also the ability to organize thoughts in both spoken and written discourse. Eustaquio (2021) emphasized the value of understanding

social rules of communication, including the use of cohesive devices and transitions that enrich meaning in discourse. Similarly, Tovstohan et al. (2022) noted that effective communication plays a vital role in academic and professional success. Thus, a solid foundation in communicative competence enhances students' learning outcomes and social engagement.

Academic Motivation of Students

As shown in Table 2, the overall mean score for students' academic motivation was 3.69 with a standard deviation of 0.64, indicating a high level. This suggests that students generally exhibit a positive attitude and strong motivation toward their academic

work. Intrinsic motivation, which refers to learning driven by personal interest and enjoyment, recorded the highest mean of 4.06 (SD = 0.77), indicating that students are primarily motivated by a genuine desire to learn and improve themselves.

Table 2:
Level of Students' Academic Motivation

Indicator	SD	Mean	Description
Intrinsic Motivation	0.77	4.06	High
Amotivation	1.14	2.96	Moderate
Extrinsic Motivation-Career	0.85	3.90	High
Extrinsic Motivation - Social	0.83	3.83	High
Overall	**0.64**	**3.69**	**High**

Extrinsic motivation related to career goals yielded a mean of 3.90 (SD = 0.85), while extrinsic motivation driven by social factors such as recognition and approval had a mean of 3.83 (SD = 0.83). Both are at high levels, suggesting that students also value future career success and social affirmation in their academic efforts.

On the other hand, amotivation—defined as the absence of purposeful academic

drive—had a mean of 2.96 with the highest standard deviation of 1.14, reflecting a moderate level. This indicates that while some students may experience a lack of direction or confidence, amotivation does not significantly influence the overall motivational profile.

Among all categories, intrinsic motivation emerged as the strongest driver of student engagement. This supports the findings of

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

Javed et al. (2022), who reported that intrinsic motivation is positively correlated with active participation and enthusiasm for learning. Similarly, Zhou and Zhang (2022) noted that although extrinsic factors may initiate motivation, they can eventually lead to more internalized and enduring forms of engagement. Thus, the results underscore the importance of fostering intrinsic motivation as a foundation for meaningful and sustained academic success.

Students' Visual Strategies

Based on the results presented in Table 3, students' use of visual strategies was classified as high, with an overall mean of 3.95 and a standard deviation of 0.54. This suggests that students generally have a positive perception of visual strategies, particularly in learning the correct spelling of words. Several items achieved the highest descriptive ratings, reflecting strong acceptance of the strategy's effectiveness. The statement "I believe that visualization strategies help me become proficient in spelling" recorded the highest mean score of 4.27 (SD = 0.90). This was followed by "I believe that visualization strategies help me focus better when studying correct spelling" (M = 4.23, SD = 0.86), and "I think that the use of visualization strategies helps me grasp the correct spelling of difficult words" (M = 4.20, SD = 0.91). These findings indicate that students view visual strategies as valuable tools for improving both concentration and spelling proficiency.

Table 3:
Level of Students' Use of Visual Strategies

Items	SD	Mean	Descriptive Level
1. I think visualization strategies help me improve spelling.	0.90	4.27	Very High
2. I believe that visualization strategies are enjoyable and interesting.	0.85	4.03	High
3. I believe that visualization strategies help me focus better when studying correct spelling.	0.86	4.23	Very High
4. I think using visualization strategies helps me grasp the correct spelling of difficult words.	0.91	4.20	Very High
5 I believe that visualization strategies are highly helpful in retaining correct spelling.	0.91	4.21	Very High
6. I think visualization strategies give me opportunities to immediately correct my spelling mistakes.	0.97	4.04	High
7. I feel that visualization strategies are simple and easy to use.	0.96	3.76	High
8. I feel that visualization strategies give me more motivation to learn correct spelling.	0.97	4.12	High

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

9I I think visualization strategies have little effect on memorizing correct spelling.	1.02	4.01	High
10. I think visualization strategies have little effect on memorizing correct spelling.	1.01	3.79	High
11. I think learning spelling is better using visualization strategies than traditional methods.	1.00	3.82	High
12. I feel that visualization strategies are boring and complicated.	1.26	3.13	Moderate
13. I think all Filipino teachers should use visualization strategies in teaching spelling.	0.99	3.98	High
14I think using visualization strategies requires more time and effort than the old methods.	1.00	3.71	High
15. I prefer to use visualization strategies in learning spelling.	1.03	3.96	High
Overall	**0.54**	**3.95**	**High**

Several other items recorded mean scores ranging from 3.71 to 4.12, also within the high range. For instance, "I feel that visualization strategies give me more motivation to learn correct spelling" had a mean of 4.12 (SD = 0.97), while "I think learning correct spelling through visualization strategies is more effective than using traditional methods" yielded a mean of 3.82 (SD = 1.00). These responses highlight students' preference for and appreciation of the practical benefits of visual learning compared to traditional methods.

However, one item received a moderate rating: "I feel that visualization strategies are boring and complicated" (M = 3.13, SD = 1.26). This indicates that a few students may experience slight confusion or disinterest in using visual strategies. Despite this, the perception was not significant enough to lower the overall level of acceptance.

In summary, the findings clearly show that students recognize visual strategies as effective tools for learning, particularly in spelling. This positive perception may have broader implications for language instruction, particularly in shaping curriculum development and classroom practices.

The use of visual strategies has been shown to enhance connections between information and students' experiences. By using images to represent abstract concepts, comprehension improves, and memory retention is strengthened, resulting in more efficient learning. In this study, spelling was the highest-rated aspect of language skills, affirming the effectiveness of visual aids such as flashcards, keyword visuals, and graphic organizers in developing vocabulary and spelling accuracy (Yokubjon, 2021, p. 1).

Beyond technical skills like spelling, visual strategies also support the development of higher-order competencies. Students who regularly employed visuals showed improved creative thinking, critical analysis, and problem-solving abilities. Visual representations stimulated active

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

engagement and deeper understanding (Ambei & Luma, 2022, p. 1).

Overall, the integration of visual strategies into language instruction demonstrates a significant impact not only on spelling but also on broader cognitive development. These findings affirm that visual tools should be regarded not merely as supplementary resources but as essential components of effective curriculum design in language education.

Analysis of the Relationship Between Variables

The table presents the analysis of the relationship among three pairs of variables: Communicative Competence and Academic Motivation, Communicative Competence and Visual Strategy, and Visual Strategy and Academic Motivation. In each pair, the variables show a significant relationship, as indicated by the correlation coefficients and p-values obtained in the study.

Relationship Between Communicative Competence and Academic Motivation of Students

Table 4.1 presents the relationship between the dimensions of communicative competence and students' academic motivation. Using Pearson r for statistical analysis, the results revealed strong positive correlations between various components of communicative competence and the types of academic motivation—including intrinsic motivation, extrinsic motivation (career and social), and overall motivation. These relationships were statistically significant at the $p < .01$ level (denoted by double asterisks **) and at the $p < .05$ level (indicated by a single asterisk *).

Table 4.1:
Significant Relationship Between Communicative Competence and Academic Motivation of Students

Communicative Competence	Academic Motivation				
	Intrinsic Motivation	Amotivation	Extrinsic Motivation-Career	Extrinsic Motivation-Social	Overall
Language Learning	.553**	.033	.450**	.325**	.433**
	.000	.561	.000	.000	.000
Language Learning	.534**	.113*	.381**	.365**	.452**
	.000	.049	.000	.000	.000
Focus on Sound	.408**	.091	.313**	.317**	.367**
	.000	.113	.000	.000	.000

[1]Corresponding Author: Edgar A. Monte
*Corresponding Email: e.monte.468392@umindanao.edu.ph

Vocabulary	.539**	.201**	.405**	.463**	.533**
	.000	.000	.000	.000	.000
Structure	.585**	.207**	.446**	.416**	.547**
	.000	.000	.000	.000	.000
Sociolinguistics	.651**	.087	.467**	.389**	.512**
	.000	.128	.000	.000	.000
Discourse Competence	.610**	.264**	.434**	.460**	.590**
	.000	.000	.000	.000	.000
Strategic Competence	.597**	.128*	.457**	.395**	.513**
	.000	.026	.000	.000	.000
Overall	.689**	.175**	.515**	.483**	.608**
	.000	.002	.000	.000	.000

The *language learning* component showed significant correlations with intrinsic motivation ($r = .553$), extrinsic motivation–career ($r = .561$), extrinsic motivation–social ($r = .450$), and overall academic motivation ($r = .433$). A low but positive correlation was also noted with amotivation ($r = .033$). In a second analysis entry for language learning, similar significant correlations were found: intrinsic motivation ($r = .534$), extrinsic motivation–career ($r = .381$), extrinsic motivation–social ($r = .365$), and overall motivation ($r = .452$), with a moderate yet significant correlation with amotivation ($r = .113, p < .05$).

Focus on sound was significantly correlated with intrinsic motivation ($r = .408$), extrinsic motivation–career ($r = .313$), extrinsic motivation–social ($r = .317$), and overall motivation ($r = .367$). However, it did not show a significant relationship with amotivation ($r = .091$).

The *vocabulary* component showed strong correlations with intrinsic motivation ($r = .539$), extrinsic motivation–career ($r = .405$), extrinsic motivation–social ($r = .463$), and overall academic motivation ($r = .533$). It also had a moderate correlation with amotivation ($r = .201$). A similar trend was observed in the *structure* component, which had strong correlations across all motivation types, particularly intrinsic motivation ($r = .585$) and extrinsic motivation–career ($r = .446$).

In the *sociolinguistic* dimension, the highest correlation was recorded with intrinsic motivation ($r = .651$), while moderate correlations were noted with extrinsic motivation types. There was no significant correlation with amotivation ($r = .087$). *Discourse competence* also demonstrated strong positive correlations across all motivational categories, with the highest

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

correlation found in overall academic motivation (r = .590).

Strategic competence showed significant positive correlations with intrinsic motivation (r = .597), extrinsic motivation–career (r = .457), extrinsic motivation–social (r = .395), and overall motivation (r = .513). Its correlation with amotivation (r = .128) was statistically significant at the p < .05 level.

Overall, total communicative competence showed a strong and significant positive correlation with intrinsic motivation (r = .689), extrinsic motivation–career (r = .515), extrinsic motivation–social (r = .483), and overall academic motivation (r = .608). Even with amotivation, a significant correlation was observed (r = .175), suggesting that students with lower motivation levels may still be influenced by their communicative competence.

Kugai (2022) defines communicative competence as a collection of skills that enable individuals to express and comprehend messages effectively within specific contexts. It involves not only linguistic skills but also non-verbal communication, broadening the scope of human interaction (p. 256).

Shirvani et al. (2021) assert that successful academic motivation is influenced by multiple factors, including time management, active learning strategies, internal motivation, environmental support, and the ability to cope with academic challenges. These elements collectively enhance a student's capacity to achieve their academic goals (p. 42).

Relationship Between Students' Communicative Competence and Their Use of Visual Strategies

Table 4.2 presents the correlation between students' communicative competence and their use of visual strategies. Pearson's r was employed to determine the strength and significance of the relationship between the two variables. The results revealed that all dimensions of communicative competence were positively and significantly correlated with visual strategies at the p < .01 level. This indicates that as students' communicative competence increases, their use of visual learning strategies also becomes more effective and frequent.

Table 4.2:
Significant Relationship Between Students' Communicative Competence and Visual Strategies

Communicative Competence	Visual Strategy
Language Learning	.623**
	.000
Language Learning	.599**
	.000
Focus on Sound	.471**
	.000
Vocabulary	.594**
	.000

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

Structure	.466**
	.000
Sociolinguistics	.493**
	.000
Discourse Competence	.515**
	.000
Strategic Competence	.423**
	.000
Overall	.642**
	.000

The study revealed a strong relationship between students' language learning skills and their use of visual strategies. The first entry showed a high correlation (r = .623, p < .01), while the second entry, although slightly lower (r = .599, p < .01), remained statistically significant. These results suggest that linguistic knowledge plays a substantial role in the effective use of visual aids in learning. In relation to this, phonological focus exhibited a moderate correlation (r = .471, p < .01), whereas vocabulary skills demonstrated a high correlation (r = .594, p < .01), indicating a connection between word comprehension and the ability to process information visually.

Meanwhile, other aspects of communicative competence—such as structure (r = .466, p < .01), the sociolinguistic dimension (r = .493, p < .01), and discourse (r = .515, p < .01)—also demonstrated significant correlations with visual strategies. These findings suggest that a higher level of grammatical understanding, the ability to use language in social contexts, and the skill to cohesively organize ideas have a positive impact on the use of visual learning tools. Although the correlation for strategic competence was slightly lower (r = .423, p < .01), it still shows a meaningful relationship with the use of visual strategies.

Overall, the results indicate that overall communicative competence has a strong positive correlation with the use of visual strategies (r = .642, p < .01). This suggests that students who are proficient in communication tend to favor the use of visual aids to facilitate learning. This reinforces the view that language and visual processing are closely linked in the context of effective learning.

In a study conducted by Tovstohan et al. (2022), the importance of communication across various aspects of human life was emphasized (p. 542). Salvador (2023) further stated that communicative competence is a vital skill that enables students to interact clearly and effectively using language (p. 1). These insights highlight the connection between communicative competence and learning motivation, both of which are essential within the context of education. Communication is not merely a skill to be acquired but a foundation for deeper understanding, more effective interaction, and greater success in academic and professional domains.

Furthermore, the study conducted by Gallardo et al. (2022) found that the use of

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

visual aids in instructional materials has a positive impact on students' academic performance across various subjects (p. 3535). Integrating visual strategies into the teaching process has been proven to be beneficial in enhancing learning, particularly for students with different learning styles such as visual, auditory, and kinesthetic—especially in the context of teaching Filipino as a subject.

Relationship Between Visual Strategies and Students' Academic Motivation

Table 4.3 presents the correlation between visual strategies and students' academic motivation. Using Pearson's *r* as the statistical method, the study examined how the use of visual strategies is associated with different types of academic motivation. The results revealed significant positive correlations with most forms of academic motivation, except for amotivation, which did not show statistical significance. Correlation coefficients marked with double asterisks (**) indicate a high level of statistical significance at $p < .01$.

Table 4.3:

Significant Correlation Between Visual Strategies and Students' Academic Motivation

Visual Strategy	Academic Motivation				
	Intrinsic Motivation	Amotivation	Extrinsic Motivation-Career	Extrinsic Motivation-Social	Overall
	.471**	.081	.392**	.324**	.410**
	.000	.158	.000	.000	.000

The data show a clear and significant positive correlation between the use of visual strategies and intrinsic motivation ($r = .471$, $p < .01$), suggesting that students who frequently use visual aids tend to display greater personal interest and enjoyment in learning. In contrast, the correlation between visual strategies and amotivation was not statistically significant ($r = .081$, $p = .158$), indicating that visual strategies are not directly associated with the absence of motivation.

Significant correlations were also found between visual strategies and extrinsic motivation–career ($r = .392$, $p < .01$) and extrinsic motivation–social ($r = .324$, $p < .01$), implying that students are also driven to learn by external incentives such as career goals and social recognition.

[1]Corresponding Author: Edgar A. Monte

[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

The overall correlation between visual strategies and academic motivation was also significant (r = .410, p < .01), confirming that the use of visual strategies contributes meaningfully to enhancing students' motivation to learn. This finding is supported by Sedudji Kwesi Tayviah et al. (2022), who reported that the use of visual materials improves comprehension, supports long-term retention, and enhances academic performance (p. 59). Similarly, Javed et al. (2022) highlighted the role of visual strategies in language instruction, noting their effectiveness in developing communicative competence and increasing motivation. Their study further indicated that higher levels of intrinsic motivation are linked to more active engagement in learning activities. Collectively, these findings support the conclusion that visual strategies are powerful tools for fostering more motivated, engaged, and competent learners.

Regression Analysis Showing the Influence of Communicative Competence on Academic Motivation Mediated by Visual Strategy

Table 5.1 presents the regression analysis examining the effect of communicative competence on students' academic motivation, with visual strategy considered as a mediating variable. The results show that the total effect of communicative competence on academic motivation—prior to accounting for visual strategy—is statistically significant (B = 0.660, β = 0.608, p < 0.001), indicating a strong positive relationship between students' communicative competence and their academic motivation.

Table 5.1

Regression Analysis Showing the Influence of Communicative Competence on Academic Motivation with Visual Strategy as a Mediating Variable

Step	Path	B	S.E.	B
1	c	.660	.050	.608***
2	a	.589	.040	.642***
3	b	.039	.070	.033[NS]
4	c'	.637	.065	.587**

* p<0.05, ** p<0.01, *** p=0.000

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

Regarding the relationship between communicative competence and visual strategies, the analysis revealed a strong and significant association (B = 0.589, β = 0.642, p < 0.001). This suggests that students with higher levels of communicative competence are more likely to utilize visual strategies effectively in their learning. However, the direct effect of visual strategies on academic motivation was relatively weak and not statistically significant (B = 0.039, β = 0.033, p > 0.05), indicating that, in this study, visual strategies did not independently contribute to students' academic motivation.

Despite this, the inclusion of visual strategy as a mediating variable did not substantially alter the strong and significant relationship between communicative competence and academic motivation. The direct effect remained significant (B = 0.637, β = 0.587, p < 0.001), confirming that communicative competence continues to play a key role in influencing academic motivation.

In summary, while visual strategy exhibited only a minimal mediating effect, communicative competence emerged as the primary factor influencing students' academic motivation. These findings highlight the importance of developing students' communicative competence as a means to foster stronger academic engagement and motivation.

Statistical Analysis Results on the Presence (or Absence) of a Mediating Effect

Table 5.2 presents the results of the statistical analysis conducted to examine the presence or absence of a mediating effect between communicative competence, visual strategies, and academic motivation. The Sobel test was employed to determine whether visual strategies function as a mediating variable in the relationship between communicative competence and academic motivation.

Table 5.2:
Statistical Analysis Results on the Presence (or Absence) of a Mediating Effect

Combination of Variables	Sobel z	p-value	Mediation
Communicative Competence, Visual Strategy, and	0.55910	>0.05	No
Academic Motivation	6		mediation

05

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

The results show that the Sobel z-value was 0.559106 and the corresponding p-value exceeded 0.05, indicating that visual strategies do not have a statistically significant mediating effect. Although a positive relationship exists between communicative competence and academic motivation, the contribution of visual strategies was not strong enough to serve as a mediator between these two variables. While visual strategies remain valuable instructional tools, the data suggest that they do not significantly mediate the direct relationship between communicative competence and academic motivation in this study.

Supporting this, Malik et al. (2021) found that students' confidence and enthusiasm in learning were enhanced through active participation. Engagement in academic activities—both inside and outside the classroom—helped reinforce their skills and knowledge. Their findings emphasized that enthusiasm and persistence are crucial components of the learning process, fostering both academic and personal growth.

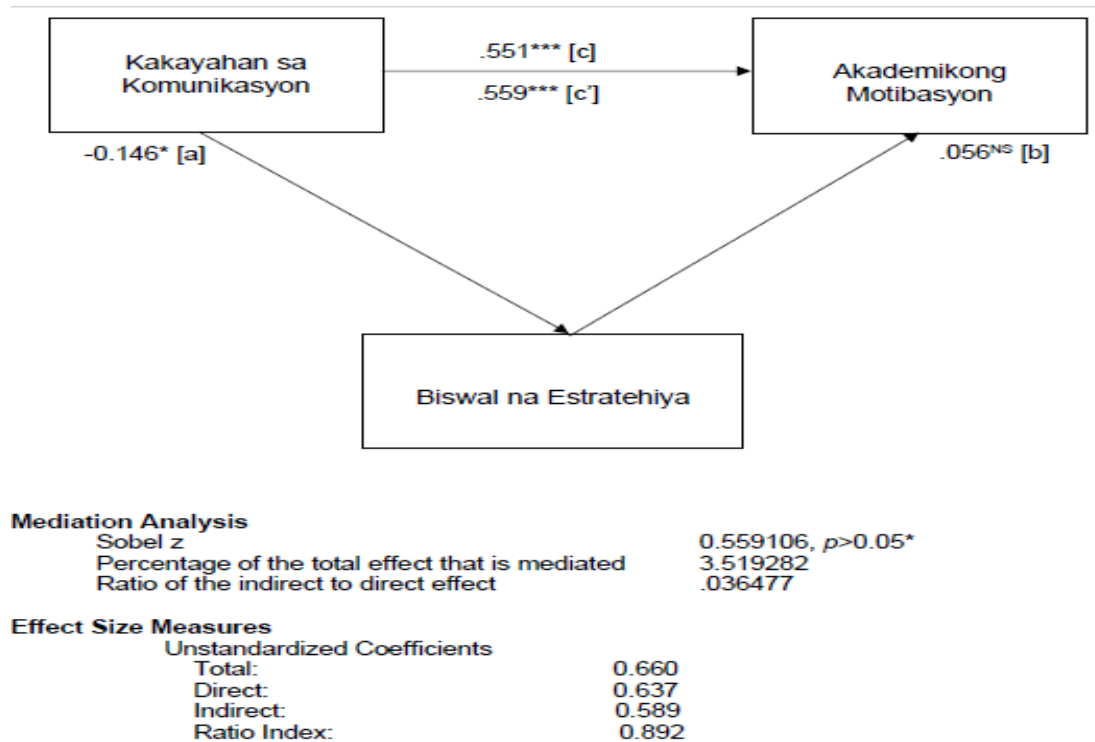Moreover, students' active engagement contributed not only to their own development but also positively influenced their peers. Their enthusiasm inspired others to participate more actively and diligently, creating a collaborative learning atmosphere. This culture of cooperation strengthened group confidence and nurtured supportive relationships within the classroom.

Consequently, this active participation helped foster a more positive and dynamic learning environment. The benefits extended beyond academic improvement to include emotional and social development, making the classroom a space for holistic student growth.

Meanwhile, Shirvani et al. (2020) explored the strategies employed by successful students to enhance their academic motivation. Their study aimed to identify factors that contributed to student achievement and offered practical strategies that other learners could adopt. The findings revealed that high-achieving students often set clear goals, effectively manage their time, and participate in activities aligned with their interests. These strategies allowed them to sustain motivation, improve learning outcomes, and better manage academic challenges.

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

Mediation Analysis
Sobel z .... 0.559106, *p*>0.05*
Percentage of the total effect that is mediated 3.519282
Ratio of the indirect to direct effect .... .036477

Effect Size Measures
Unstandardized Coefficients
Total: 0.660
Direct: 0.637
Indirect: 0.589
Ratio Index: 0.892

Figure 3. *Medgraph showing the variables of the study*

CONCLUSION AND RECOMMENDATION

Based on the descriptive results of the study, students exhibited a high level of acceptance toward the use of visual strategies in learning, particularly in mastering the correct spelling of words. Although some challenges were noted—such as time constraints, complexity, and the effort required—students still recognized visual strategies as effective tools for language development. In terms of communicative competence, students demonstrated high proficiency in using language across various contexts, effectively expressing their ideas. Similarly, their academic motivation was high, reflecting both a strong desire for personal achievement and a commitment to long-term educational goals.

Inferential analysis revealed significant relationships between visual strategies and communicative competence, and between communicative competence and academic motivation. However, the correlation between visual strategies and academic motivation was not statistically significant. Furthermore, results from the Sobel test indicated that visual strategies did not mediate the relationship between communicative competence and academic motivation. This suggests that while visual

[1]Corresponding Author: Edgar A. Monte
*Corresponding Email: e.monte.468392@umindanao.edu.ph

strategies serve as helpful tools, communicative competence has a more direct and substantial impact on students' academic motivation. These findings highlight the need for educators and curriculum developers to prioritize the enhancement of students' communicative skills as a key factor in promoting motivation and engagement.

The study's findings support the theoretical framework of Ryan and Deci's Self-Determination Theory, which emphasizes the importance of fulfilling students' psychological needs—autonomy, competence, and relatedness—to foster intrinsic motivation. The high level of communicative competence observed among students plays a vital role in enhancing motivation in language learning, in line with this theory (Ryan & Deci, 2000).

Additionally, the results align with the Achievement Goal Theory of Chazan et al., which posits that mastery goals focused on skill development positively influence academic performance. Students who set clear, learning-focused goals tend to show higher motivation and better classroom outcomes (Chazan et al., 2021). Similarly, Cheng's Goal Setting Theory was supported by findings that the use of visual strategies can contribute to the formation of concrete learning goals, especially when aligned with instructional objectives (Cheng, 2023). Overall, the study confirms that strengthening communicative competence directly enhances academic motivation, while visual strategies function as valuable support tools in language instruction.

Despite the general acceptance of visual strategies, some students expressed difficulty in using them, leading to feelings of boredom or confusion. To address this, visual strategies must be made more engaging, interactive, and relevant to students' real-life experiences. Experts emphasize that while visualization is an effective tool for language learning, it must be vibrant, accessible, and integrated with activities that promote discourse and the expression of ideas in both oral and written forms.

The lack of motivation observed among some students also underscores the need to develop strategies that foster intrinsic motivation. Active participation in visualization-related activities is essential. Visual strategies should not only present images but also cultivate self-confidence and language identity through meaningful engagement. Activities such as collaborative discussions and project-based learning that incorporate visual elements can deepen students' connection to learning and encourage sustained involvement.

It is recommended that future researchers explore the effectiveness of visual strategies across different levels of language proficiency, from beginners to advanced learners, to better tailor interventions to students' needs. Further studies should examine how visual strategies contribute to the development of other essential skills, including critical thinking, creative writing, and collaborative learning. Investigating the role of teacher training in the successful integration of visual strategies into

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

instruction is also vital. Moreover, the impact of technology and digital tools in enhancing visual strategies—particularly in blended and online learning environments—should be examined. Lastly, researchers should consider the influence of social and cultural contexts on the acceptance and effectiveness of visual strategies to promote inclusive, responsive, and equitable educational practices.

REFERENCES

Ambei, M. C., & Luma, E. (2022). Visual teaching techniques and the development of English language competencies in secondary schools in Cameroon. Journal of Education and Teaching Methods, 1(2), 1–17. https://doi.org/10.58425/jetm.v1i2.87

Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. Journal of Language and Linguistic Studies, 17(1), 56–69. https://doi.org/10.52462/jlls.4

Andrade, C. (2020). Sample Size and its Importance in Research. Indian Journal of Psychological Medicine, 42(1), 102–103. https://doi.org/10.4103/ijpsym.ijpsym_504_19

Aydin, S., Yerdelen, S., Gürbüzoğlu Yalmanci, S., & Göksu, V. (2014). Academic motivation scale for learning biology: A scale development study. TED EĞİTİM VE BİLİM, 39(176). https://doi.org/10.15390/eb.2014.3678

Chazan, D. J., Pelletier, G. N., & Daniels, L. M. (2021). Achievement goal theory review: An application to school psychology. Canadian Journal of School Psychology, 37(1), 40–56. https://doi.org/10.1177/08295735211058319

Cheng, X. (2023). Looking through goal theories in language learning: A review on goal setting and achievement goal theory. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.1035223

Christino, S., Telambanua, N. C., Purba, H. T., Patrisia, I., & Pramusita, S. M. (2024). THE CORRELATION BETWEEN ACADEMIC STRESS AND ACADEMIC MOTIVATION IN FIRST-YEAR NURSING STUDENTS. Nursing Current: Jurnal Keperawatan, 12(2), 182–190. https://doi.org/10.19166/nc.v12i2.8240

Deci, E. L., & Ryan, R. M. (2020). Deci, Edward and Ryan, Richard. In Encyclopedia of Personality and Individual

Differences (pp. 1021–1024). Springer International Publishing. http://dx.doi.org/10.1007/978-3-319-24612-3_423

Eustaquio, Ma. T. (2022). An analysis of the communicative competence level of students: A case of nursing students in a state university in nothern philippines. International Journal of Linguistics, Literature and Translation, 5(4), 42–49. https://doi.org/10.32996/ijllt.2022.5.4.6

Gallardo, J., Dela Cruz, N., Opinga, G., & Albino, F. S. (2023). Visual learning-style-based activities in improving the reading compre-hension skills of second-year English major students. International Journal of Multidisciplinary: Applied Business and Education Research, 4(10), 3530–3536. https://doi.org/10.11594/ijmaber.04.10.09

Hery, Y. (2017). Teachers and students perceptions of communicative competence in English as a foreign language in Indonesia. Educational Research and Reviews, 12(17), 867–883. https://doi.org/10.5897/err2017.3243

Hidajat, H. G., Hanurawan, F., Chusniyah, T., & Rahmawati, H. (2020). Why i'm bored in learning? Exploration of students' academic motivation. International Journal of Instruction, 13(3), 119–136. https://doi.org/10.29333/iji.2020.1339a

Javed, R., Qureshi, F. H., & Khawaja, S. (2022). ACADEMIC INTRINSIC MOTIVATION AND LEARNING ENGAGEMENT IN MATURE STUDENTS IN PRIVATE HIGHER EDUCATION INSTITUTIONS IN THE SOUTH OF ENGLAND. European Journal of Education Studies, 9(2). https://doi.org/10.46827/ejes.v9i2.4131

Keith, R. J., Holm, R. H., Amraotkar, A. R., Bezold, M. M., Brick, J. M., Bushau-Sprinkle, A. M., Hamorsky, K. T., Kitterman, K. T., Palmer, K. E., Smith, T., Yeager, R., & Bhatnagar, A. (2023). Stratified Simple Random Sampling Versus Volunteer Community-Wide Sampling for Estimates of COVID-19 Prevalence. American Journal of Public Health, 113(7), 768–777. https://doi.org/10.2105/ajph.2023.307303

Kugai, K. (2023, December 22). THE ESSENCE OF COMMUNICATIVE COMPETENCE. SCIENTIFIC PRACTICE: MODERN AND CLASSICAL RESEARCH METHODS. http://dx.doi.org/10.36074/logos-22.12.2023.067

Malik, A., Putri, L. D., & Utomo, W. P. (2024). The role of leadership and

[1]Corresponding Author: Edgar A. Monte
[*]Corresponding Email: e.monte.468392@umindanao.edu.ph

communication competence in increasing learning motivation in the Kampus Mengajar program. Journal of Leadership in Organizations, 6(1). https://doi.org/10.22146/jlo.83378

Mauliya, I., Relianisa, R. Z., & Rokhyati, U. (2020). Lack of motivation factors creating poor academic performance in the context of graduate English Department students. Linguists : Journal Of Linguistics and Language Teaching, 6(2), 73. https://doi.org/10.29300/ling.v6i2.3604

Memon, M. A., PhD, Ting, H., Cheah, J.-H., Thurasamy, R., Chuah, F., & Cham, T. H. (2020). Sample size for survey research: Review and recommendations. Journal of Applied Structural Equation Modeling, 4(2), i–xx. https://doi.org/10.47263/jasem.4(2)01

Miksza, P., Shaw, J. T., Kapalka Richerme, L., Hash, P. M., Hodges, D. A., & Cassidy Parker, E. (2023). Quantitative Descriptive and Correlational Research. In Music Education Research (pp. 241–262). Oxford University PressNew York. https://doi.org/10.1093/oso/9780197639757.003.0012

Nahari, A. A., & Alfadda, H. A. (2016). From memorising to visualising: The effect of using visualisation strategies to improve students' spelling skills.

English Language Teaching, 9(6), 1. https://doi.org/10.5539/elt.v9n6p1

Rahman, D. S., & Sahayu, W. (2020). How do foreign language teachers motivate students in language learning? Studies in English Language and Education, 7(1), 181–193. https://doi.org/10.24815/siele.v7i1.15586

Ramis, T., & Loh, S. C. (2023). Mediating effect of psychological needs satisfaction on the relationship between gratitude and academic motivation during online learning. Journal of Pedagogical Research. https://doi.org/10.33902/jpr.202322757

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. Contemporary Educational Psychology, 61, 101860. https://doi.org/10.1016/j.cedpsych.2020.101860

Salvador, R. (2023). Communicative competence of senior high school students: Basis for remedial program in English. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.4418525

Sedudji Kwesi Tayviah, Ruth Quaye, Dr. Ernest Okae-Anti, & James Bedu-Addo. (2023). Teaching

strategies for the visually impaired in visual arts. International Journal of Innovative Research and Development. https://doi.org/10.24940/ijird/2023/v12/i3/mar23022

Shirvani, E., Mirsolymani, Z., Parvin, H., & Mosavi, S. (2024). Strategies for enhancing academic motivation: Insights from successful students. KMAN Counseling and Psychology Nexus, 2(1), 42–48. https://doi.org/10.61838/kman.psychnexus.2.1.7

Tovstohan, V., Dragan-Ivanets, N., Khurtenko, O., Shvets, T., Tverezovska, N., & Popovych, A. (2022). Today's approach to the problem of forming communicative competence of the individual. Revista Romaneasca Pentru Educatie Multidimensionala, 14(3), 541–555.

https://doi.org/10.18662/rrem/14.3/625

Using pictures as non-verbal language motivating students with English speaking lessons at Vietnam primary schools. (2022). Journal for Educators, Teachers and Trainers, 13(2). https://doi.org/10.47750/jett.2022.13.02.011

Yokubjon, S. K. M. (2023, May 17). ENHANCING LEARNING: THE POWER OF VISUAL AIDS IN TEACHING IDIOMS. Zenodo. https://zenodo.org/record/7945045

Zhou, Z., & Zhang, Y. (2023). Intrinsic and extrinsic motivation in distance education: A self-determination perspective. American Journal of Distance Education, 38(1), 51–64. https://doi.org/10.1080/08923647.2023.2177032