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Transferability of communicative competence to academic literacy competence in Peruvian university students

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ABSTRACT

This study investigates the transferability of communicative competence developed during basic education to academic literacy competence in higher education. The research follows a descriptive-correlational design and addresses two main objectives: (1) to determine the self-perceived mastery of communicative competence in reading and writing among first-year university students, and (2) to examine whether there is a statistically significant relationship between self-perceived communicative competence and expectations of transferability to academic literacy. A Likert-type questionnaire was applied to a non-probabilistic sample of 220 students from various academic disciplines at a Peruvian university. The findings revealed significant but weak positive correlations between reading competence and reading transferability ($\tau = 0.417$; $p < 0.05$), as well as between writing competence and writing transferability ($\tau = 0.335$; $p < 0.05$). Despite the low strength of association, students reported a general belief that the reading and writing skills acquired in basic education were useful for coping with university academic demands. These results highlight the relevance of reinforcing literacy bridges in educational policies and curricular design, emphasizing the articulation between secondary and higher education. The study contributes empirical evidence to current debates on academic literacy development and underscores the importance of communicative competence as a foundational skill for academic success.

Contribution/Originality: This study is one of the few investigations that have examined Peruvian university students' communicative competence and its transferability to academic literacy. Using a descriptive-correlational design with statistical testing, it documents the transitional gap between secondary and university literacy and provides evidence for curriculum alignment and academic support strategies.

1. INTRODUCTION

The transition from secondary to higher education poses significant challenges for students, particularly in adapting their communicative competencies developed in school to the literacy demands of university academic work. Many students arrive at the university level without sufficient preparation to understand and produce academic texts, which are essential for success in higher education. This gap affects not only academic performance but also student retention and engagement, especially in Latin American contexts. Despite reforms in educational curricula, a disconnect persists between the skills fostered in basic education and those required in academic discourse communities. In this context, it becomes crucial to investigate how students perceive their communicative competence and whether they believe these abilities can be effectively transferred to academic reading and writing tasks. This

study seeks to address that gap by analyzing the relationship between self-perceived communicative competence and expectations of transferability to academic literacy in a sample of Peruvian university students.

To explore this issue, the study is guided by two objectives: (1) to determine students' self-perceived mastery of communicative competence in reading and writing, and (2) to examine the relationship between this self-perception and students' expectations of transferability to academic literacy. To contextualize the research, the concepts of perception, self-perception, transferability, academic literacy, and communicative competence are reviewed.

The transition from high school to university studies is not always auspicious for university entrants; their different domains of communicative competence to get started in academic discursive genres are a problem documented in all latitudes and the most important languages. Subjects in the university system require reading, writing, and critical thinking competencies for entry into disciplinary communities that are not acquired in the school system. In this perspective, Wahleithner (2020) analyzed first-year college students' perceptions of their readiness for the literacy demands of college.

If we assume that genres are organized transversally, the continuum will be from school genres to academic genres and from these to scientific and professional genres. The transversality implies that students in their academic training will face increasingly complex communicative situations and genres (Parodi, 2015).

1.1. Perception, Self-Perception, Transferability

Perception is the brain's capacity to create an active-constructive process through which an individual manages to interact with his or her environment (Neisser, 2014). There are multiple theories about perception, but the common thesis is that emotions are perceptions of values or evaluative properties (Cabrera, 2021). In this context, perception is assumed to be the feeling or belief of university students regarding how their communicative competence, acquired during the teaching-learning process in basic education (BE), can be utilized to develop the literacy competencies required in the university system.

According to the Royal Spanish Academy (2021), perception is defined as: "the mental image that is formed with the help of experience and needs, resulting from a process of selection, organization, and interpretation of sensations." The mental image can be a representation of an experience or a didactic or metacognitive strategy that can have implications for the transfer of knowledge.

Studies on the perception of communicative competence and literacy are abundant, highlighting their importance for the research field and their impact on the university system (Argudín, 2015; Arnao & Medina, 2014; Bailey, 2018; Boakye & Adika, 2020; Figueredo, Acurero, Castillo, & Fusil, 2021; Marinkovich, Sologuren, & Shawky, 2018; Núñez & Moreno-Núñez, 2017; Vine-Jara, 2020; Wahleithner, 2020).

Self-perception is a concept closely linked to perception that is conceived as a cognitive process involving aspects such as sensations, perceptions, the brain, logic, attention, emotions, the formation of ideas, and thoughts, and these determine attitudes and behaviors through which human beings understand their environment (Aguilera-Rivera, Rivas-Espinosa, Correa-Argueta, Valencia-Oliva, & Feliciano, 2020).

Just as perception and self-perception are studied to understand the levels of communicative competence and academic literacy, there is also empirical evidence on the transfers from mother tongue (L1) to second language (L2) proficiency, as many researchers conclude that L1 knowledge has an important impact on L2 acquisition. Mother tongue transfer is divided into two types: positive and negative transfer. Positive transfer occurs when the habits of the two languages are similar; otherwise, their transfer will be negative. Contrastive analysis, error analysis, and cross-linguistic theory are concerned with negative language transfer (Zhao, 2019).

Guo and Huang (2020) have examined the strategies used by learners to complete the same writing task in their L1 (native language) versus L2 (second language). Such an exploration would shed light on the transferability of writing strategies between L1 and L2 in different written texts. Transfer refers to the application of knowledge acquired in a previous context to a new situation that is directly or indirectly related (Haskell, 2001). The transfer

process can be vertical or horizontal. It is vertical when the subject applies the acquired competence at a level that does not require significant cognitive effort, which facilitates learning at a higher level. In contrast, it is horizontal when the competence learned is used in a different area.

On the other hand, Wang, Zhang, Moss, Bonem, and Levesque-Bristol (2020) confirm that multilevel factors influence the transfer of knowledge perceived by university students, referring to how students perceive the relationships between their initial learning and a new situation, and expressing certainty in their ability to apply this knowledge to the new learning situation.

Guba and Lincoln (1981) propose to develop methods to achieve transferability related to knowledge assessment through a responsive approach, showing the advantages and disadvantages associated with the use of a human being as an assessment instrument.

Transfer, whether from communicative competence to academic literacy or from mother tongue to a second language, is a complex phenomenon involving perceptions, self-perceptions, and diverse factors that influence the successful application of acquired knowledge in different contexts (Corbacho, 2003; Zhao, 2019).

Within the constructivist framework, learning transfer is not viewed as automatic but as a cognitively mediated process that depends on how learners relate prior knowledge to new learning situations. Understanding the different types of transfer helps illuminate how students might apply their communicative skills acquired in basic education to more complex academic literacy tasks at the university level. Table 1 presents a detailed classification of transfer processes, which serves as a conceptual foundation for interpreting the potential transition from school-level communicative competence to university-level academic literacy.

Table 1. Classification of transfer processes.

Positive	Prior learning benefits or facilitates some subsequent performance.
Negative	Prior learning in some way hinders or interferes with new learning.
Null	Absence of any effect of previous learning on new learning.
Nearby	Formal learning situations are similar to the transfer situation.
Far	Transfer previous learning to a situation that is very different from the one in which the original learning took place.
Literal	Transferring a skill or knowledge as is to another task.
Figured	Use only some aspect of general knowledge to reflect on or learn from a certain problem.
Vertical	A previously learned skill contributes directly to the acquisition of a more complex skill.
Lateral	A previously learned capability is used to solve a problem similar to the problems encountered during the initial learning, but in a different context.
Low depth (Lower order)	Previous learning is automatically and unconsciously transferred to another situation, which almost always occurs with the practice of skills that require almost no reflective thinking.
High depth (Higher order)	Learners consciously make connections between what they have learned in a previous situation and the new learning situation. It is conscious and requires attention and some mental effort.
Rearward reaching (Forward)	The subject thinks about the possibilities of applying what he has learned in future situations.
From the front range (Backward)	The subject looks back to a previous situation for information that will help him/Her solve a problem in the present.

Note: Taken from Linguistic interdependence, transfer and teaching-learning of foreign languages (Salazar, 2006).

This classification highlights key distinctions such as positive vs. negative transfer, or near vs. far transfer, which are relevant to this study because students' self-perceptions may reflect these variations. For example, a student who feels confident transferring writing strategies from high school to university may be demonstrating "near" and "positive" transfer. Conversely, difficulty in adapting to new academic genres may indicate a lack of "far" or "high-depth" transfer. By anchoring our analysis in this taxonomy, the study not only draws from a robust theoretical framework but also enables a more nuanced understanding of how students perceive and enact the transition between

educational levels. Therefore, there is a close relationship between the learning process and the other, which is explained through the transfer process (Salazar, 2006).

1.2. Academic Literacy

Studies of university academic literacy have multiplied worldwide due to deficiencies in the comprehension and production of academic texts by students. These deficiencies generate problems such as low performance, university dropout, and academic plagiarism.

The global concern for the production and comprehension of written texts, especially within the university system, has led many researchers to become interested in the teaching of reading and writing at the university level. The increasing diversity of the student population highlights the need to address deficiencies in students' communicative competence at the university level.

From various perspectives, research on literacy provides strong empirical evidence. Marinkovich et al. (2018) researched the role of academic and disciplinary writing in Computer Science and Civil Engineering based on the notion of academic and disciplinary writing.

The production and comprehension of written texts are universal concerns at all educational levels, and universities have had to address these difficulties. Cisneros, Muñoz, and Herrera (2014) highlight that universities have worked from both a theoretical and practical approach to overcome deficiencies in academic reading and writing.

Several studies have addressed different aspects of academic literacy. Roldán and Zabaleta (2016) focus on the self-perception of reading and writing performance of Psychology students, while Bigi, García, and Chacón (2019) explore the conceptions of university teachers about the written tasks requested by their students. Bailey (2018) highlights the importance of the role of academic writing in the teaching-learning process of university subjects, advocating the integration of student writing and academic literacy pedagogy into curricula.

Aznarez and Montealegre (2018) situate academic writing as an obstacle to the full exercise of the right to education in the university context. They argue that academic writing represents a barrier and advocate considering this universal right when addressing the academic literacy deficiencies of university students.

Reading and writing are crucial activities in daily life and especially in the teaching-learning process at all levels (Morales, 2020). Núñez and Errázuriz (2020) investigate the contrast between the explicit and implicit theories that students and teachers have about the production of written texts.

Castelló (2014) proposes to define the current challenges of the study of academic literacy, analyzing its situated, social, and interdisciplinary character. It addresses the difference between the tasks of production and comprehension of academic and disciplinary texts, highlighting the importance of acquiring competencies and skills necessary for writing in the university environment (Castro & Sánchez, 2015; Sánchez, 2016).

In Argentina, the idea that reading and writing should be taught at the university was raised for the first time, not as remedial, but as the responsibility of educational institutions to share reading and writing practices specific to each disciplinary field (Carlino, 2013). It is crucial to include academic literacy subjects in the curriculum, provide a Writing Center, and engage all teachers to optimize students' academic literacy competencies.

According to Navarro (2021), academic literacy refers to the process of teaching and learning communicative forms typical of university studies and is not limited only to linguistic aspects.

Holschuh (2019) discusses academic literacy needs in college, noting that these tasks are rooted in broader cultural practices. Despite the challenges, educators can help students prepare for academic literacy tasks before entering college. The development of academic literacy has been a central theme in the Ibero-American sphere in recent decades, generating research and initiatives to address difficulties in the communicative competence of students at the higher level and familiarizing them with the discursive cultures of the disciplines in which they are trained (Núñez & Errázuriz, 2020). Academic literacy competencies, which include reading comprehension, text analysis, synthesis, and information management, are essential for success in the university setting (Zamora & Quintana, 2021).

Academic literacy competencies are defined as a group of knowledge, notions, and strategies that allow students to produce academic texts in the context of higher education, articulating the knowledge of their discipline with written communicative competence (Rey-Castillo & Gómez-Zermeño, 2021).

1.3. Communicative Competence

The concept of communicative competence, developed by Hymes (1972), addresses the knowledge that speakers and listeners possess to communicate effectively in various social contexts (Hymes, 1972). Over time, the conceptualizations of these competencies have evolved in line with technological advances, which have transformed the forms of communication and interaction both in society and in the educational environment (García-Martínez, Sierra-Arizmendiarrieta, Quijano-López, & Pérez-Ferra, 2020). Communicative competence involves not only the mastery of linguistic form but also knowledge of the rules of use in different contexts (Hymes, 1972). This term is applied in various teaching-learning actions, both for native speakers and second language learners. Its interpretation varies in research, education, and assessment, reflecting approaches in both formal and functional linguistics and responding to practical concerns in mother tongue and second language teaching (Whyte, 2019). In addition, progress has expanded toward intercultural communicative competence (García-Martínez et al., 2020).

In Russia, the communicative component, which is fragmentarily represented in the context of higher education, is investigated. The search for mechanisms to manage students' communicative competence is considered a key priority in the development of higher education (Lukyanova, Daneykin, & Daneikina, 2015).

In another study, the main objective was to assess the communicative competencies of future Physical Education teachers. A questionnaire was used, which was applied to first- and third-year teacher training students, to evaluate progress in essential dimensions of teaching communicative skills. The results show a general improvement in the overall communicative competence of third-year students compared to first-year students, but this is insufficient to meet the communicative demands of the teaching position (Gallego & Rodríguez, 2014).

Other studies focus on the concept of self-perceived communicative competence (SPCC), which refers to how individuals perceive their competence in socio-communicative interaction (Olobia, 2023). In other words, it reflects how individuals evaluate their skills in producing and understanding texts in any communicative situation. The topic of self-perceived communicative competence (SPCC) is a construct with many potential implications for language learning, both for first and second languages, but it has been little studied. SPCC itself is an important predictor of willingness to communicate, a construct that has been widely conceptualized (Lockley, 2013).

In the field of research on communicative competence, the development of this skill in students of higher education institutions during their professional training is addressed, along with an analysis of pedagogical conditions that ensure such development (Nazarova et al., 2019). In addition, Figueredo et al. (2021) focus on the study of the perception of students of the Universities of Pamplona and National Experimental "Rafael María Baralt" regarding the communicative competencies developed by elementary school teachers. It is concluded that students of the mentioned educational organizations hold a negative perception of the communicative competencies achieved by primary school teachers. In a related investigation, the main objective is to describe and relate the opinion of university students on aspects related to communicative competence and academic literacy. The methodology used consisted of surveys, with a sample of 546 students from six Ibero-American countries (Argentina, Colombia, Spain, Mexico, Peru, and Venezuela) and belonging to 21 Ibero-American universities. The results reflect the importance attributed to this competence and the demand for training that students express (Núñez & Moreno-Núñez, 2017). But why is it crucial to study the communicative competence of college students? Lockley (2013) postulates the hypothesis that if a foreign language learner can accurately assess their Self-Perceived Communicative Competence (SPCC), they will show a greater willingness to express themselves in the L2 and consequently develop stronger communicative competence. Although the research focuses on second languages, this hypothesis is equally relevant to the mother tongue. Although previous studies have explored communicative competence and academic literacy

across diverse international contexts (e.g., (Carlino, 2013; Castelló, 2014; Lockley, 2013), few have examined the intersection between self-perception of communicative competence and the expectations of its transferability to academic contexts—particularly within Latin America. Existing research often focuses on either perception or actual performance, but not on the student's *own assessment* of their competence as a predictive factor for academic adaptation. Furthermore, the Peruvian context has been underrepresented in global discussions on literacy development and curricular transition. By addressing this gap, the current study not only contributes empirical evidence but also expands the understanding of how students' perceived readiness, rather than only their measured proficiency, plays a role in bridging school and university literacy. This perspective is essential for informing educational policy, improving literacy instruction, and guiding institutional support strategies in higher education across similar educational systems.

2. METHODOLOGY

2.1. Materials and Methods

The methodological design was descriptive-correlational because there is the conviction that communicative competence is not a causal factor but a plausible relationship between the study variables. Data collection was conducted using a Likert-type questionnaire.

2.2. Objectives

a. To determine the self-perceived mastery of communicative competence of university students (Reading and writing).
b. To establish whether there is a relationship between self-perceived mastery of communicative competence and expectations of transferability to academic literacy competencies.

2.3. Hypothesis

Hi: If self-perceived mastery of communication competence is positive, then there will be better expectations of transferability to academic literacy competencies.

Ho: There is no correlation between self-perceived mastery of positive communication competence and transferability of academic literacy competencies.

2.4. Research Design and Instrument

This study adopted a non-experimental, ex post facto, descriptive-correlational design. The primary research instrument was a Likert-type questionnaire comprising 33 structured items and a set of sub-items aimed at evaluating four main dimensions:

a. Self-perception of reading proficiency (Items 1–9): Assesses the students' perceived ability to engage with academic texts across literal, inferential, and critical levels.
   Example item: "I can easily identify the main idea of an academic text."
b. Self-perception of writing proficiency (Items 16–21): Measures students' confidence in producing structured texts, applying coherence and cohesion, and using multimodal and academic formats.
   Example item: "I am confident in writing well-structured paragraphs with clear arguments."
c. Self-perception of reading transferability (Item 27, sub-items a–j): Explores expectations about the extent to which reading skills learned in secondary education can be applied to academic genres such as lab reports, scientific articles, essays, and multimodal texts.
   Example item: "The reading strategies I learned in school help me understand university-level texts like these, manuals, and opinion pieces."

d. Self-perception of writing transferability (Item 28, sub-items a–h): Examines whether students feel capable of applying prior writing skills to academic production at university.

Example item: "The writing skills developed in secondary education help me when writing academic essays, reports, or multimodal texts."

The questionnaire was created using Google Forms and underwent expert validation. It was administered online and distributed via institutional email and class WhatsApp groups. Participation was voluntary, and students were informed about the study's objectives and the confidentiality of their responses.

2.5. Population and Sample

The population consisted of first-year students from the Universidad Católica de Santa María (UCSM), specifically from the academic programs of Mining Engineering, Electronic Engineering, and Social Communication within the Faculty of Social Sciences.

The population consists of engineering students from a private university enrolled in mining engineering, electronic engineering, and social communication programs within the social sciences area.

2.6. Reliability of the Instrument

Regarding the reliability of the instrument, the results of the internal consistency measures show a Cronbach's Alpha value of >0.90 for the reading, reading transferability, and writing variables, while in writing, this value is >0.80. Therefore, this indicates adequate reliability, given that all values are greater than 0.70.

Table 2. Cronbach's Alpha measure of internal consistency.

Variable	Cronbach's alpha
Reading	0.917
Writing	0.872
Reading transferability	0.904
Writing transferability	0.904

3. RESULTS

The reading level and reading transferability results (Figure 1) show quite similar scores. Regarding the transferability level, most students show a high level (63.71%), while in reading, something similar happens (61.56%). However, more than a third of the students placed themselves at the medium level in transferability (34.41%) and reading (35.22%). A minority was placed at the low level of transferability (1.88%) and reading (3.23%).

Figure 1. Reading level and reading transferability.

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As for the level of writing and writing transferability (Figure 2), there is a predominance of a high level of transferability (53.23%) and close to two-thirds in writing (61.56%). Likewise, at the medium level, about half in transferability (43.82%) and a little more than a third in writing (34.68%). Only a few of them show a low level of transferability (2.96%) and writing (3.76%).
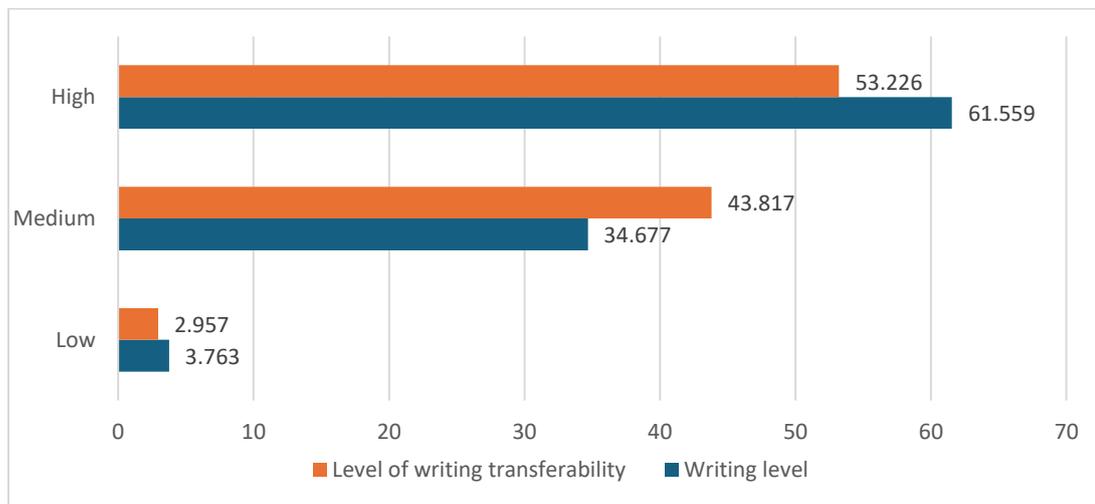

Figure 2. Level of writing and transferability of writing.

According to the assumptions of normality, the normality assumption evidenced low results in the Anderson-Darling test, which, in reading (AD=8.959), writing (AD=7.483), reading transferability (AD=4.367), and writing (AD=5.840), evidenced a p-value lower than the significance level (< 0.05). In addition, the points do not lie on the normal line. Thus, it is confirmed that in none of the cases is a normal distribution evident (Figure 3). Therefore, a non-parametric test statistic is employed.
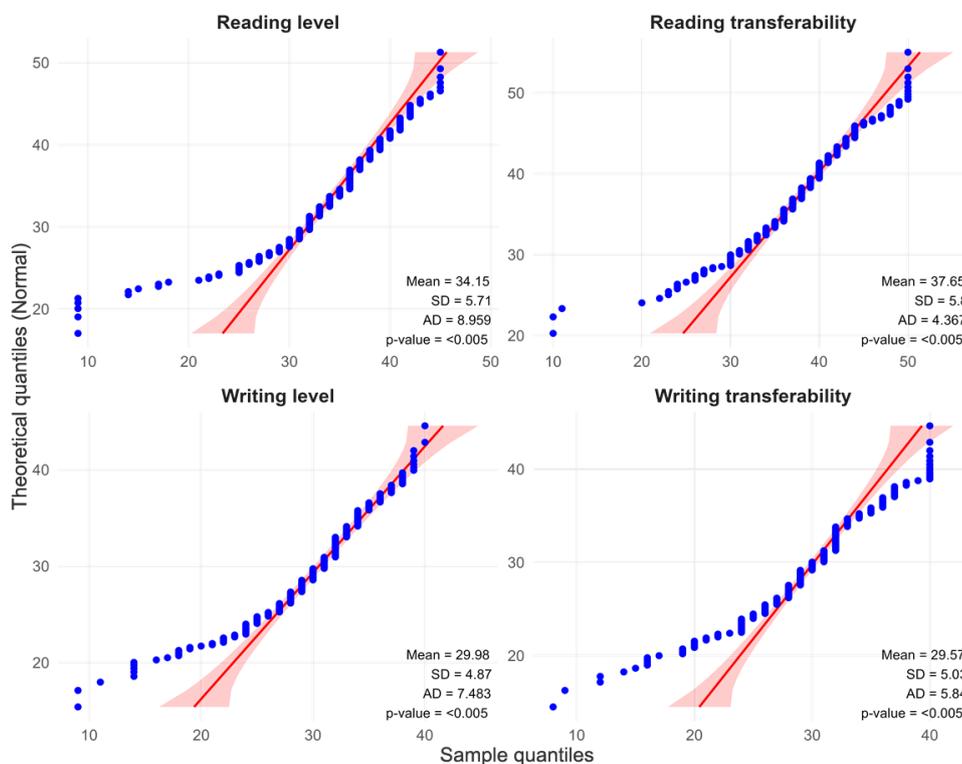

Figure 3. Tests of the normality assumption.

According to the results that show the levels of communicative competencies (reading and writing) with those of transferability (Table 2), the findings show that there is a significant relationship between the level of reading and reading transferability (p < 0.05). However, although this is positive, the fact is that it also shows a weak association (τ = 0.417), given that the value is < 0.5. The same is true for the level of writing and writing transferability, where a significant and positive relationship is also evident, but the degree of association is weak (τ = 0.335).

Table 3 presents the descriptive statistics of the participants' self-perceived communicative competence.

Table 3. Correlation between the communicative competencies of reading and writing with the level of transferability.

Communication competencies	Statistics	Transferability	
		Reading	**Writing**
Reading level	τ	0.417	-
	Sig.	0.000	
	1-ß	0.999	
	N	372	
Writing level	τ	-	0.335
	Sig.		0.000
	1-ß		0.911
	N		372

4. CONCLUSIONS

A direct and significant relationship between expectations of transferability of reading (p < 0.05; 1-ß > 0.80) and writing (p < 0.05; 1-ß > 0.80) skills to academic literacy has been evidenced, even though this connection is considered weak (τ < 0.5). Even so, students tend to recognize these links as strong. The results reflect that students perceive themselves to have developed sufficient basic reading literacy skills, such as locating explicit and implicit information, evaluating the form, content, and context of the document, as well as identifying the purpose of the text and its intention (Arámbulo, 2016). In addition, most students consider that these abilities apply to the reading of university texts. Núñez and Moreno-Núñez (2017) argue that communicative competencies (reading and writing) not only enable communication but also facilitate the acquisition and transmission of knowledge.

The transfer of reading of basic education students to the academic field is oriented, to a great extent, toward research. A student with good comprehension can combine reading strategies during documentary research, performing analysis, interpretation, and criticism of discourses, and even comparing information (Arnao & Medina, 2014). However, if the teaching of reading in school is based on memoristic models that do not require levels of complexity, this influences the students' reading modes and affects their transition to higher education, where they face more complex and specialized texts (Fernández & Carlino, 2010).

In the university context, the goal is to develop advanced readers so that students can conduct research and solve problems within their fields of study. However, universities often need to level up reading skills due to deficiencies in basic instruction, especially because of discrepancies between school and higher education texts (Cisneros et al., 2014). Despite a weak relationship, it is shown that reading learning achievements in basic education are related to the academic literacy process.

Communicative competence concerning writing includes the production of argumentative texts, consideration of textual properties such as coherence and cohesion, or distinction of discursive genres (narrative, argumentative, and descriptive), which have their transition to the university environment in the writing of academic texts such as articles, monographs, essays, papers, and reports, among other texts. The results show that these findings have a direct and significant relationship with a behavior similar to reading. Regarding the texts with which the student interacts at school and the university, there are differences. While the school text (ST) evidences general knowledge, the university text (UT) is oriented towards a particular one; the ST tends to feature predominantly narrative texts, while the UT develops expository and argumentative ones; the ST is shorter than the UT; the discursive genre of the

ST is academic-instructional, and in the UT, it is academic-scientific (Cisneros et al., 2014). Knowledge, level of depth, extension, discursive genres, etc. Establish criteria that allow the reader to identify themselves at an academic level. Academic writing requires the student to support their ideas with the knowledge proposed by other authors. However, this is not always taught in basic training, so school knowledge is often insufficient for transferring to the disciplinary conventions and requirements demanded by university writing (Baker, 2017).

The perception that students have in the study context does not seem to present difficulties in the achievement of written competence, which evidences adequate basic training, which may be transferable to higher education. It disagrees with the literature, which reveals that it is mainly entering students who present a negative self-perception regarding their communicative competencies in reading and writing (Roldán & Zabaleta, 2016). The same was found by Figueredo et al. (2021) when they revealed that basic education teachers also exhibit negative perceptions of their communicative competencies, it suggests that limitations in teachers may hinder students' development of these skills. Therefore, it is logical to assume that if teachers face such limitations, students will not develop their communicative competencies optimally. This is reflected in the transition from basic to higher education, where students, particularly those in the public sector, showed more significant changes in reading skills. Conversely, students who studied in the private sector did not exhibit difficulties during this transition (Baker, 2017). It is important to take Baker's study into account, as it reports that students from private educational centers do not have difficulties in the transition from school to university reading, a problem that does occur in students from state institutions. In contexts where the perception of reading and writing academic texts is deficient, the use of appropriate literacy interventions to improve their self-efficacy is alluded to (Boakye & Adika, 2020).

The educational model implemented in basic education varies by country. In Peru, the Communication area adopts a communicative approach, prioritizing the development of reading, writing, and oral skills in real-life situations (Arámbulo, 2016); however, it is necessary to consider that students not only evidence preparation in basic education but also carry a pre-university reinforcement, which can be an influential factor in the self-perception that students have. However, for students of some professional careers such as medicine, engineering, or humanities, the lack of knowledge of how to write is a disadvantage, mainly for beginners, so the use of instruments (rubrics or checklists) is needed by teachers that are not only for evaluation purposes but that provide the basic structure to develop an academic text (Panadero, Jonsson, Pinedo, & Fernández-Castilla, 2023).

Lockley (2013) argues that Self-Perceived Communicative Competence (SPCC) has significant implications for language learning, being a valid predictor of willingness to communicate and success in learning college academic genres. Students in the sample acknowledge acceptable proficiency in reading and writing, which bodes well for the successful learning of college academic genres.

The transfer of communicative competence knowledge from school to academic genres is supported by the existing literature in second language teaching studies, demonstrating that mother tongue knowledge significantly influences second language acquisition (Corbacho, 2003). Prior preparation and well-planned steps are necessary to transfer knowledge to a different field (Köhler, Luedeke, Conrad, & Grashiller, 2021). Therefore, the university system should offer specialized courses, workshops, and centers to support students in developing academic reading and writing skills.

Lockley (2013) hypothesizes that if a student can accurately assess their Self-Perceived Communicative Competence (SPCC), they will be more willing to speak in the second language and, consequently, demonstrate greater communicative competence. Although this research focuses on second languages, the hypothesis is also relevant and applicable to one's native language.

Although the correlations between communicative competence and academic literacy transferability are statistically significant, their weak strength ($\tau < 0.5$) suggests that self-perceived mastery does not strongly predict perceived transferability. This implies that while students recognize a connection, it may not be robust or consistently applicable across academic tasks. Such findings underscore the need for targeted pedagogical interventions to support

the actual transfer of skills, rather than relying on students' prior beliefs or confidence alone. The weak association also raises questions about the quality and depth of literacy instruction in earlier stages of education and whether it sufficiently prepares students for higher-level academic demands. For educational policymakers and curriculum designers, these results highlight the importance of reinforcing metacognitive awareness and strategy instruction to facilitate deeper and more effective transfer of communicative skills into academic literacy contexts.

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