

Systematic review of communicative competence in education: strategies, limiting factors and the role of technology

Revisión sistemática de la competencia comunicativa en educación: estrategias, factores limitantes y el rol de la tecnología

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Abstract

Communicative competence is essential for professional, academic, and personal development, although its acquisition presents multiple challenges. Therefore, this article examines the development of this competence in education, focusing on the strategies employed, the factors that hinder it, and the role that technology plays in the teaching-learning process. Through a systematic review based on the PRISMA methodology, 60 articles were selected from the Scopus database. The results show that the combination of active methodologies, such as project-based learning and debate, along with the use of artificial intelligence and digital platforms, contributes significantly to improving oral and written expression. However, limitations persist due to insufficient teacher training and excessive reliance on technological tools, which restrict the effectiveness of the process. In conclusion, it is emphasized that success lies in finding an appropriate balance between the use of technology and the application of pedagogical strategies, thus facilitating the promotion of autonomy and meaningful interaction among students.

Keywords: communicative competence, education, technology.

Resumen

La competencia comunicativa es fundamental para el desarrollo profesional, académico y personal, aunque su adquisición presenta múltiples desafíos. De allí que, este artículo examina el desarrollo de dicha competencia en el ámbito educativo, enfocándose en las estrategias empleadas, los factores que la dificultan y el papel que desempeña la tecnología en el proceso de enseñanza-aprendizaje. Mediante una revisión sistemática basada en la metodología PRISMA, se seleccionaron 60 artículos de la base de datos Scopus. Los resultados evidencian que la combinación de metodologías activas, como el aprendizaje basado en proyectos y el debate, junto con el uso de inteligencia artificial y plataformas digitales, contribuye significativamente a mejorar la expresión oral y escrita. No obstante, persisten limitaciones derivadas de la insuficiente formación docente y la excesiva dependencia de las herramientas tecnológicas, lo cual restringe la efectividad del proceso. En conclusión, se destaca que el éxito radica en encontrar un equilibrio adecuado entre el uso de tecnología y la aplicación de estrategias pedagógicas, facilitando así la promoción de la autonomía y la interacción significativa entre los estudiantes.

Palabras clave: competencia comunicativa, educación, tecnología.

Introduction

The development of communicative competence constitutes a transversal axis in educational training, as it enables students to express themselves clearly and interact critically with their environment. In a globalized context, where digital environments prevail and information flows constantly, the ability to communicate effectively has become an essential skill for academic, professional, and civic performance. In this regard, the appropriate use of conversational strategies, non-verbal and paraverbal resources, as well as knowledge of politeness rules and modes in different sociocultural contexts, is fundamental for the development of both oral and written communication. Therefore, communicative competence is not only a key tool for identity construction and personal growth but also dynamically adapts to new technologies and emerging communication formats (Minedu, 2016).

Etymologically, the term 'competence' derives from the Latin 'competentia', which refers to the capacity to effectively fulfill a task or function. Meanwhile, 'communicative' comes from 'communicātivus', related to the action of sharing meanings within a linguistic community (Real Academia Española, 2024). In contemporary educational settings, communicative competence is understood as the ability to construct, interpret, and convey messages clearly, appropriately, and effectively, both orally and in writing, depending on the sociocultural context.

Despite its relevance, various studies indicate persistent deficiencies in the development of this competence, particularly in reading comprehension, written production, and oral expression within school and university environments (Chaparro, 2022; Misari, 2023). These challenges are associated with a lack of training in public speaking, which generates insecurity when speaking in front of an audience, and with the growing gap between students' skills and the communicative demands of the academic environment. Additionally, factors such as the use of traditional methodologies focused on memorization, insufficient attention to different learning styles, and the increasingly instrumental use of technological tools in the classroom contribute to these issues (Hymes, 1972; Castells, 2009).

As a result, there is a limited ability to argue, engage in dialogue, or write coherent texts, negatively impacting autonomous learning, critical thinking, and active student participation. This complexity is also reflected in assessment processes that require instruments capable of evaluating the appropriateness of language in context (Canale & Swain, 1980). In light of this situation, a systematic review is necessary to gain a deeper understanding of educational strategies, limiting factors, and the role of technology in strengthening this competence.

Consequently, the present study aims to analyze the development of communicative competence in educational contexts through a systematic review of recent scientific literature. Thus, the problem addressed by the article is: what are the most effective strategies, the main limiting factors, and the role that technology plays in the development of communicative competence in today's educational landscape? To this end, three specific objectives are proposed: (1) to identify pedagogical strategies that enhance the development of oral and written communication; (2) to analyze the factors that hinder the consolidation of this competence among students; and (3) to examine the role of technological tools in improving communicative practices.

Methodology

This research followed a systematic review approach, guided by the guidelines established in the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) model (Moher et al., 2009). The steps taken for the search, selection, and analysis of the studies included in the review are described in detail below.

For information retrieval, the Scopus database was utilized, recognized for its extensive coverage of indexed journals and its relevance in the educational field. Boolean operators were applied in both English and Spanish, forming search terms such as: ("competencias comunicativas" OR "habilidades comunicativas" OR "comunicación académica") AND ("educación" OR "enseñanza" OR "aprendizaje") y ("*communication competence*" OR "*communicative skills*" OR "*academic communication*") AND ("education" OR "*teaching*" OR "*learning*"). Additionally, filters were established to consider only articles published between 2015 and 2025, in open access or hybrid academic journals.

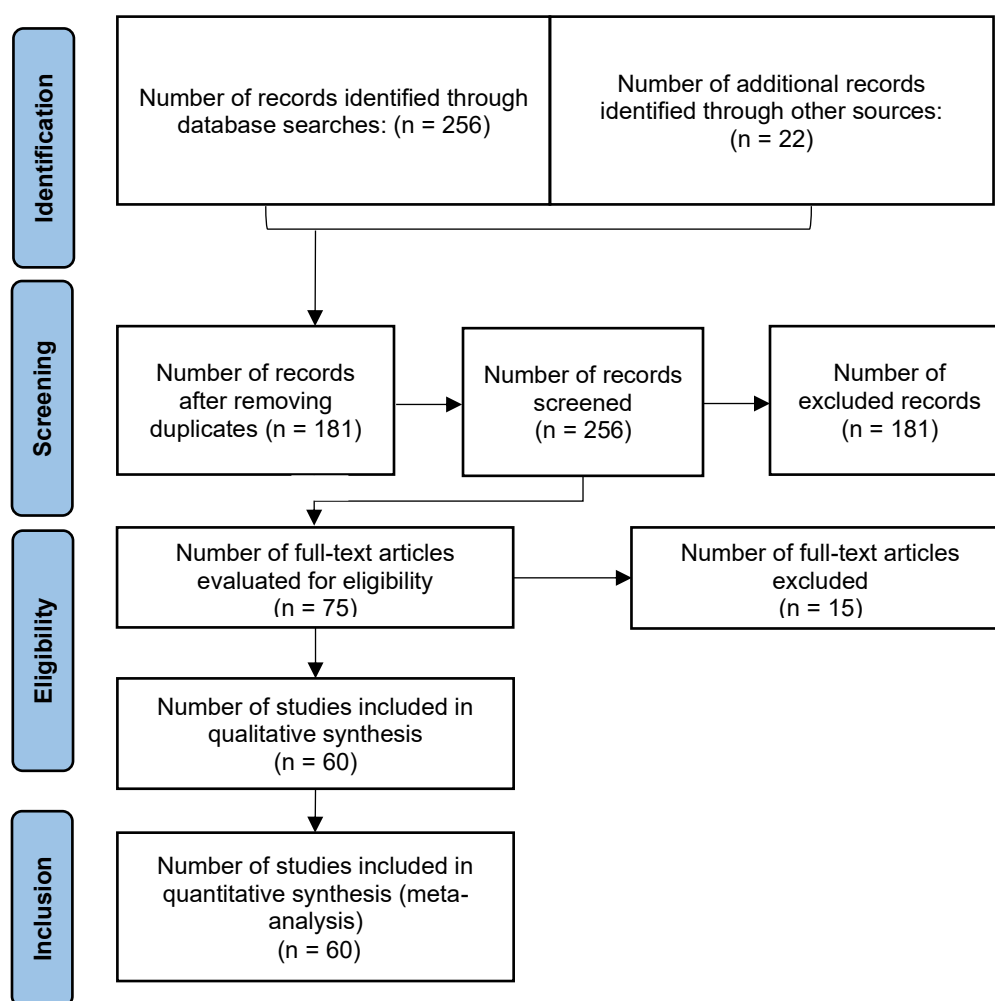
The inclusion criteria were as follows: (1) publications made between 2015 and 2025; (2) peer-reviewed articles indexed in Scopus; (3) research focused on the development, analysis, or impact of communicative competencies in the educational field; and (4) articles written in English or Spanish. Conversely, the following were excluded: (1) duplicate works; (2) conference papers, book chapters, and corporate reports; and (3) studies that did not explicitly address communicative competence in educational contexts.

The selection process was structured in four stages according to the PRISMA flow diagram:

1. **Identification:** 256 records were retrieved using the defined terms in the database, plus 12 additional articles from other sources.
2. **Screening:** Duplicates were eliminated, with no additional exclusions necessary at this stage.
3. **Title and abstract evaluation:** 256 titles and abstracts were examined, discarding 181 studies that did not meet the inclusion criteria.
4. **Full text review:** 75 complete articles were analyzed, of which 16 were excluded for not directly addressing communicative competence in educational contexts. Ultimately, 60 studies were selected for relevant analysis. Any discrepancies among team members were resolved through consensus or mediation.

To ensure the methodological quality of the selected articles, the CASP tool for systematic reviews was applied, evaluating criteria such as clarity of objectives, internal validity, and study relevance.

Figure 1
PRISMA flow diagram of the study selection process in the systematic review



It is important to highlight that the data were analyzed using a narrative and thematic approach, which facilitated the identification of recurring patterns and significant trends in relation to the study's objectives. Throughout the research process, careful attention was paid to respecting the copyrights of the reviewed publications, as well as ensuring transparency in the selection of the included studies. It should be noted that the research team did not establish direct contact with the authors to request additional information. Among the main limitations of the study are potential linguistic biases resulting from the exclusive consideration of articles in English and Spanish, as well as coverage restrictions due to the limited use of the Scopus database.

Results and discussion

Identification of pedagogical strategies for the development of oral and written communication

Oral communicative competence is a multidimensional variable composed of three fundamental elements: (a) linguistic competence, which encompasses aspects such as grammar, pronunciation, and fluency in communication; (b) sociolinguistic competence, related to cultural appropriateness and the social context in which the individual operates; and (c) pragmatic competence, which refers to discourse considered in interaction with the environment (Stankova et al., 2022; Neira-Piñeiro et al., 2018; Vicens et al., 2024).

Additionally, strategic competence plays a crucial role in communication, as it manifests when an individual faces communicative difficulties and adjusts their discourse immediately, drawing on prior knowledge and the speed of linguistic processing (Tareva & Tarev, 2018). In bilingual contexts, the ability to adapt communicatively is greater among speakers frequently exposed to different linguistic environments (Saeed et al., 2024; Turabay et al., 2023; Krish & May, 2020); this skill is significantly influenced by self-esteem and communicative self-efficacy (Kentmen et al., 2023; Leinonen et al., 2023). Conversely, those with less exposure to oral communication develop more pronounced communicative barriers (Durán, 2018; Kuswari et al., 2022).

Among the pedagogical strategies that promote the development of oral communication are: (a) dialogic inquiry and multimodal tasks, which foster fluency and argumentative capacity in students (Lai, 2024; Ahmad, 2023); (b) reformulation and feedback, which contribute to improving oral production (Noviyenty et al., 2022). In early childhood education, techniques such as digital storytelling, tongue twisters, and dramatization enhance oral expressiveness (Del Moral Pérez et al., 2023; Chabert, 2021; Turko et al., 2022), while school assemblies and theater encourage spontaneity and language mastery from an early age (Fallarino et al., 2020; García-Martínez et al., 2020; Misari, 2023).

At the university level, metacognitive strategies are recommended to improve oral production in bilingual environments (Halali et al., 2022; Estremera & Gilbas, 2022; Durán, 2018), as well as the use of debates and negotiation simulations, practices recognized for their effectiveness (Sánchez et al., 2023; Sánchez & Pascual, 2021; Kyrpychenko et al., 2021). Oral competence has benefited from technological advancements (Zhibek et al., 2020); however, the rise of digital platforms has reduced the discursive complexity of interactions. The excessive use of WhatsApp and social media has promoted brief and less structured communication (Rahman & Razali, 2024; Pérez, 2024; Casillas-Martín et al., 2021; Lara et al., 2021), altering grammar and incorporating informal words that later impact formal academic writing.

Regarding language teaching, artificial intelligence can complement oral learning by simulating conversations, although human interaction remains irreplaceable (Misari, 2023; García-Martínez et al., 2020). Therefore, technology should be used as a supportive resource, without replacing direct and face-to-face dialogue (Sánchez et al., 2023; Ivashkevych & Prymachok, 2020; Krish & May, 2020). This oral development is also influenced by emotional and sociocultural factors (Leinonen et al., 2023; Ivashkevych & Prymachok, 2020; Kentmen et al., 2023). Confidence in communication is closely linked to self-esteem and self-efficacy perception, while cultural background affects both discourse structure and willingness to engage in oral interaction (Saeed et al., 2024; Turabay et al., 2023). From an educational perspective, the lack of opportunities for oral interaction in the classroom limits fluency and coherence in discourse (Peris et al., 2024; Horváthová & Galbová, 2022; García-Martínez et al., 2020).

Traditional pedagogical approaches often prioritize grammatical accuracy over meaningful interaction, hindering the development of oral communicative competence in authentic situations (Tareva & Tarev, 2018; Kyrpychenko et al., 2021; Kuswari et al., 2022). Therefore, for a pertinent evaluation of oral skills, the following are proposed: (a) assessments based on authentic tasks, such as oral presentations and discourse analyses, that strengthen competence (Gali et al., 2019; Lara et al., 2021; Sánchez et al., 2023); (b) the implementation of detailed rubrics that include criteria for fluency, coherence, and pragmatic appropriateness (Durán, 2018; Misari, 2023; García-Martínez et al., 2020); (c) adaptations for students with difficulties in oral expression, including the use of recordings and self-assessment (Krish & May, 2020); and (d) models of formative assessment based on continuous feedback and progressive observation of improvements (Leinonen et al., 2023; Ivashkevych & Prymachok, 2020; Lara et al., 2021).

Regarding written communicative competence, this has historically been prioritized in students' initial training, based on three perspectives: (a) linguistic (grammar and syntax); (b) textual (coherence and cohesion); and (c) pragmatic (appropriateness to context) (Stankova et al., 2022; Vicens et al., 2024), which, combined, allow for the drafting of texts with fluency and coherence. Educators have applied various self-regulatory metacognitive strategies to plan, structure, review, and edit texts (Halali et al., 2022; Kyrpychenko et al., 2021).

Bilingualism exerts a positive influence on this competence, facilitating linguistic transfer between the native language and the second language (Saeed et al., 2024; Krish & May, 2020). Furthermore, authors such as Kentmen et al. (2023), Misari (2023), and García-Martínez et al. (2020) emphasize the importance of explicit instruction in discourse genres and textual registers. Consequently, to meet contemporary educational demands, it is proposed to integrate academic, argumentative, and creative writing into the curriculum (Bykova et al., 2018; Naviy et al., 2020; Keshmirshakan, 2019). In this sense, digital storytelling emerges as a strategy that enhances both creativity and textual structuring (Del Moral Pérez et al., 2023; Turko et al., 2022; Chabert, 2021).

In higher education, the implementation of metacognitive strategies such as self-editing and collaborative writing is recommended (Estremera & Gilbas, 2022; Durán, 2018; Sánchez et al., 2023). Peer feedback is essential for improving textual quality, as it fosters reflective analysis and review of written work (Gali et al., 2019; Bykova et al., 2018; Noviyenty et al., 2022). In the context of English language teaching, Lee (2022), Kuswari et al. (2022), Rahman and Razali (2024) highlight the use of graphic organizers and argumentative outlines as tools that enhance written production by facilitating the synthesis and summarization of information. Concurrently, Zhibek et al. (2020) and Lara et al. (2021) agree that concept maps aid in the organization of written discourse.

The role of technology in writing has been widely debated. On one hand, reliance on automatic correctors has raised concerns regarding autonomy in textual production and communicative creativity (Casillas-Martín et al., 2021; Pérez, 2024; Misari, 2023). On the other hand, Lara et al. (2021), Latygina et al. (2022), Sánchez and Pascual (2021) argue that the implementation of clear pedagogical objectives in interactive platforms such as blogs and wikis has significantly improved collaborative writing. It is pertinent to complement automatic correction with manual revisions during the use of artificial intelligence (Ivashkevych & Prymachok, 2020; Peris et al., 2024).

From an innovative perspective, it is proposed to integrate digital tools into writing instruction in a structured, organized, and analytical manner, avoiding the substitution of critical reflection in the writing process by technology (Gutiérrez Cáceres, 2024; Yarullina & Fakhretdinov, 2015; Klimova et al., 2019). Ultimately, writing depends not only on linguistic knowledge but also on emotional and cultural factors. Confidence and security in writing are linked to self-efficacy and academic motivation (Leinonen et al., 2023; Ivashkevych & Prymachok, 2020; Kentmen et al., 2023).

Finally, Saeed et al. (2024), Turabay et al. (2023), and García-Martínez et al. (2020) note that culture influences discursive organization, demonstrating that the structuring of information varies according to sociocultural context. Similarly, Klimova et al. (2019), Kuswari et al. (2022), and Lara et al. (2021) emphasize that exposure to diverse textual models enhances the capacity to adapt to different discourse genres. From an inclusive perspective, Tsai (2022), Gutiérrez (2024), Yarullina and Fakhretdinov (2015) stress the importance of implementing differentiated strategies for teaching writing to students with learning difficulties, adjusting the process to their specific needs.

The evaluation of written communicative competence presents a challenge. Traditionally, approaches have prioritized grammatical correction over textual aspects (Tareva & Tarev, 2018; Kyrpychenko et al., 2021; Kuswari et al., 2022). However, when rubrics consider criteria such as fluency, organization, and discursive appropriateness (Gali et al., 2019; Lara et al., 2021; Sánchez et al., 2023), they facilitate constant feedback that drives progress in writing (Krish & May, 2020; Halali et al., 2022). In addition, innovative approaches that combine self-assessment with peer correction promote autonomy in this process (Leinonen et al., 2023; Ivashkevych & Prymachok, 2020; Peris et al., 2024).

Analysis of factors limiting the consolidation of communicative competence in students

Various studies indicate that communicative competence is significantly affected by emotional factors such as anxiety, fear of making mistakes, and low linguistic self-esteem, which negatively impact confidence in speaking, limiting fluency, pronunciation, and spontaneity in oral situations (Stankova et al., 2022; Halali et al., 2022; Estremera & Gilbas, 2022). These emotions generate insecurity, which in turn hinders the proper development of oral skills.

From a neuroeducational perspective, working memory and cognitive processing play a crucial role in oral production (Kyrpychenko et al., 2021; Keshmirshakan, 2019). Additionally, the importance of non-verbal communication is emphasized, as deficiencies in body language and prosody affect the effective comprehension and construction of messages (Mlekuz, 2019; Yarullina & Fakhretdinov, 2015).

Moreover, learning a second language generates limitations, as interference from the native language can lead to confusion in writing and coherence in oral discourse (Krish & May, 2020; Noviyenty et al., 2022; Rahman & Razali, 2024). This situation is exacerbated when the environment primarily favors written communication, restricting oral practice (Leinonen et al., 2023; Saeed et al., 2024; Turabay et al., 2023). On the other hand,

traditional methodologies tend to focus on memorization, grammar, and writing, neglecting oral interaction, a key element for achieving fluent communication (Vicéns et al., 2024; Latygina et al., 2022; Durán, 2018).

Additionally, Ahmad (2023), Guzmán-Simón et al. (2020), and Kuswari et al. (2022) point out that teaching materials often lack activities that promote spontaneous verbal expression, thus limiting students' authentic communication. In this regard, penalization for oral errors in the classroom increases anxiety and decreases willingness to participate actively (Gutiérrez, 2024; Peris et al., 2024; Horváthová & Galbová, 2022). Similarly, the teacher's role is decisive: the absence of effective strategies and limited support and feedback restrict opportunities for effective communicative practice (García-Martínez et al., 2020; Sánchez & Pascual, 2021; Tareva & Tarev, 2018).

Regarding technology, although it has gained significant relevance in the educational field and contributes to the development of written communication through the large number of messages exchanged (Pérez, 2024; Casillas-Martín et al., 2021; Zhibek et al., 2020), its insufficient availability in certain contexts limits the overall development of communicative competence (Del Moral Pérez et al., 2023; Chabert, 2021; Misari, 2023). However, various technological strategies such as virtual conferences, simulations, forums, and podcasts have proven effective in reinforcing oral skills and boosting confidence in interaction (Lara et al., 2021; Sánchez et al., 2023; Ivashkevych & Prymachok, 2020). In this context, virtual assistants facilitate interaction through written and oral messages, although they should never replace direct human communication, where gestural language and prosody are irreplaceable elements (Klimova et al., 2019; Lara et al., 2021; Sánchez & Pascual, 2021).

The family environment plays a crucial role in the development of oral skills; a lack of communicative stimuli at home can become a barrier that is later reflected in the school context (Turabay et al., 2023; Tsai, 2022; Turko et al., 2022). Additionally, in some educational institutions, early years' teaching primarily focuses on writing, relegating oral skills (Mlekuz, 2019; Nyamayedenga & de Jager, 2020; Durán, 2018). In this regard, there is a reaffirmed need to foster the sociocultural and familial context from an early age, especially in bilingual environments, as anxiety about speaking a second language can create communicative blockages in students (Kentmen et al., 2023; García-Martínez et al., 2020; Kuswari et al., 2022).

On the other hand, limited teacher training in strategies for developing oral skills represents a significant barrier. Therefore, it is essential to incorporate active methodologies and authentic assessments that promote the use of oral language in real situations (Vicéns et al., 2024; Neira-Piñeiro et al., 2018; Fallarino et al., 2020). This demands continuous training aimed at integrating methodologies that encourage communicative practice in everyday contexts (Kentmen et al., 2023; Tareva & Tarev, 2018; Kuswari et al., 2022).

Ultimately, in the evaluative process, there remains a preference for valuing grammar over communicative ability. However, both components are essential for assessing oral competence with greater objectivity and fairness (Gali et al., 2019; Kyrpychenko et al., 2021; Keshmirshekan, 2019). Additionally, Aznárez & Huárriz (2023), Misari (2023), and Lara et al. (2021) highlight that the feedback process requires improvement, as students need rubrics that include comments and suggestions to enhance their oral performance. Consequently, Peris et al. (2024), Ivashkevych and Prymachok (2020), and Sánchez et al. (2023) propose a comprehensive evaluation that combines self-assessment, peer evaluation, and formative rubrics, aimed at the progressive strengthening of oral communicative competence.

Analysis of the role of technological tools in enhancing communicative practices

Digital tools have significantly transformed the teaching of oral communicative competence by facilitating skill development in interactive environments such as Google Classroom, Moodle, or Microsoft Teams. These platforms have optimized teaching efforts and promoted more autonomous and participatory learning (Stankova et al., 2022; Del Moral Pérez et al., 2023; Ahmad, 2023).

Moreover, the use of simulations and virtual environments has allowed students to experience real communicative situations, providing opportunities to practice oral skills in both formal and informal contexts (Casillas-Martín et al., 2021; Pérez, 2024; Ivashkevych & Prymachok, 2020). Additionally, adaptive learning, driven by technologies such as artificial intelligence, enables the personalization of oral and written instruction, adjusting exercises according to individual progress and fostering more efficient learning (Saeed et al., 2024; Tareva & Tarev, 2018; Gali et al., 2019).

Furthermore, technology has contributed to democratizing access to bilingual contexts, facilitating the development of communicative competence in foreign languages. Digital immersion programs have enhanced interaction with native speakers, while voice recognition software has improved pronunciation and verbal fluency (Krish & May, 2020; Zhibek et al., 2022; Turabay et al., 2023; Latygina et al., 2022). Complementarily, the use of podcasts and digital narratives strengthens confidence in public speaking and contributes to better structuring of oral discourse (Aznárez & Huárriz, 2023; Sánchez et al., 2023; Lara et al., 2021).

On the other hand, playful digital platforms such as Kahoot or Quizlet have proven to be effective strategies for stimulating communicative competence. Through interactive games, challenges, and immediate feedback, these tools foster the development of vocabulary and both oral and written expression, creating motivating learning environments for students (Dwijayani & Musgrungsi, 2022; Gutiérrez, 2024; Yarullina & Fakhretdinov, 2015).

In the realm of inclusive education, augmentative and alternative communication tools play a fundamental role in developing oral competence for students with special needs. These technologies encourage active participation, strengthen verbal interaction, and reduce communicative barriers, promoting more inclusive and equitable learning environments. Moreover, it has been shown that combining visual and auditory resources significantly improves comprehension and oral expression in these contexts (Tsai, 2022; Turko et al., 2022; Keshmirshakan, 2019; Sánchez & Pascual, 2021; Klimova et al., 2019; Nyamayedenga & de Jager, 2020).

The use of artificial intelligence (AI) has consolidated itself as a key tool for providing automated feedback on writing and pronunciation. However, studies agree that this feedback must be complemented with critical and formative human evaluations to ensure the authentic development of communicative skills (Pérez, 2024; Sánchez et al., 2023; Guzmán-Simón et al., 2020; Misari, 2023; García-Martínez et al., 2020).

Despite its numerous benefits, digital tools face significant structural limitations, such as inadequate equipment, low connectivity, and a lack of teacher training, especially in rural areas (Chabert, 2021; García-Martínez et al., 2020; Durán, 2018). Additionally, many platforms are not designed to facilitate real communicative interactions, which can restrict spontaneity and fluency in oral production (Leinonen et al., 2023; Montes, 2020; Keshmirshakan, 2019).

In this context, it is essential to incorporate modules focused on digital literacy and strategies for teaching oral communicative competence through technology into teacher training. These tools should be understood as a complement to traditional teaching, without replacing direct human interaction, which remains indispensable for the integral development of oral skills (Neira-Piñeiro et al., 2018; Peris et al., 2024; Tareva & Tarev, 2018; Montes, 2020; Gutiérrez, 2024; Sánchez et al., 2023).

Conclusions

Communicative competence, continually transforming due to the demands of the global environment, requires not only linguistic precision but also confidence, creativity, and security in expressing oneself both orally and in writing. However, factors such as anxiety and fear of failure limit students' fluency and spontaneity, negatively affecting their performance in daily interactions. Difficulties in reading and writing hinder comprehension and the completion of academic tasks, impacting their academic performance and social interaction capabilities. Additionally, the digital divide and sociocultural conditions exacerbate these difficulties by restricting access to technological resources that facilitate communicative expression.

The systematic review conducted under the PRISMA protocol enabled the consolidation of an analysis of 60 studies published between 2015 and 2025, revealing significant patterns in the development of communicative competence in educational settings. The findings indicate that this competence is a multidimensional construct influenced by pedagogical, cognitive, technological, and sociocultural variables. Its effective development depends on the implementation of active institutional strategies, such as project-based learning, guided metacognition, and peer feedback, which strengthen oral and written production across various educational levels.

In this context, technologies offer notable opportunities to enhance communicative competence. Digital tools such as podcasts, simulations, videoconferences, and voice recognition software allow for personalized learning, improved fluency, and the creation of real interaction scenarios. However, their effective use requires adequate teacher digital literacy to ensure the inclusion of diverse and adaptive pedagogical strategies.

Strengthening this competence demands comprehensive actions that combine active institutional strategies, the redesign of evaluative instruments that assess real communicative performance, and teacher digital literacy that promotes the critical use of technology as a teaching resource, without replacing human interaction.

In facing these challenges, the educational system must foster autonomy, reflection, critical thinking, and meaningful interaction, promoting an ethical and formative use of technology. Additionally, emotional support for students is essential to create safe environments that encourage their communicative participation.

Within the framework of developing communicative competencies, there is a need to continue exploring pedagogical, technological, and socio-emotional approaches that respond to the current challenges of education. The transformation of learning environments and the diversity of sociocultural contexts require research that delves into the dynamics that enhance or limit students' oral and written expression. In this regard, future lines of inquiry should focus on designing and validating instruments to improve the progress of communicative competence in virtual learning environments across different educational levels.

Nevertheless, structural restrictions have been identified that hinder its consolidation, such as insufficient teacher training in communicative didactics, the predominance of evaluative models focused on formal correction rather than on discursive performance, and the indiscriminate use of technologies that simplify language and diminish meaningful interaction. Additionally, factors such as communicative anxiety, lack of pragmatic mastery, and the digital divide critically impact the quality of the communicative process.

Regarding the technological component, its potential as a didactic mediator in virtual environments, simulations, automatic feedback tools, and adaptive systems based on artificial intelligence is recognized. However, its effect directly depends on instructional design, accessibility, and the evaluative criteria implemented. Evidence supports technology as a complement but not a substitute for direct pedagogical interaction.

Ultimately, strengthening communicative competence requires training policies aimed at equipping teachers with interactive methodologies, redesigning evaluative instruments that integrate linguistic, discursive, and emotional dimensions, and strategically using emerging technologies aligned with educational objectives. Therefore, designing hybrid models that integrate artificial intelligence and teacher mediation, aimed at providing personalized feedback on communicative performance in multilingual environments with high digital vulnerability, is proposed as a research priority.

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