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Effective communication in basic education teaching practice: a systematic review

La comunicación efectiva en la práctica docente de educación básica: una revisión sistemática

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Abstract

Effective Communication (EC) is a fundamental skill for teaching, especially in Basic Education. However, its conceptualization, application models, and associated barriers are presented in a scattered manner in recent literature. This systematic review aims to synthesize and analyze scientific production on EC to establish the state of the art in basic education teachers, with an emphasis on its definitions, models, and challenges. A rigorous search strategy was used in the Scopus, Web of Science, and ERIC databases, including articles published between 2022 and 2025. The results show that CE is a multidimensional construct that integrates message clarity, active listening, assertive communication, motivation, and teacher feedback. Likewise, it was identified that the main barriers to its implementation are structural and contextual (e.g., work overload), which limit the teacher's ability to maintain motivational language. It is concluded that it is imperative to integrate these dimensions into teacher training curricula in order to strengthen educational quality.

Keywords: effective communication, teachers, basic education.

Resumen

La Comunicación Efectiva (CE) constituye una competencia fundamental para la práctica docente, especialmente en la Educación Básica. No obstante, su conceptualización, los modelos de aplicación y las barreras asociadas se presentan de manera dispersa en la literatura reciente. Esta revisión sistemática tiene como objetivo sintetizar y analizar la producción científica sobre la CE para establecer el estado del arte en docentes de Educación Básica, con énfasis en sus definiciones, modelos y desafíos. Se empleó una estrategia de búsqueda rigurosa en las bases de datos Scopus, Web of Science y ERIC, incluyendo artículos publicados entre 2022 y 2025. Los resultados evidencian que la CE es un constructo multidimensional que integra la claridad del mensaje, la escucha activa, la comunicación asertiva, la motivación y la retroalimentación docente. Asimismo, se identificó que las principales barreras para su implementación son de carácter estructural y contextual (p. ej., sobrecarga laboral), las cuales limitan la capacidad del docente para sostener un lenguaje motivador. Se concluye que resulta imperativa la integración de estas dimensiones en los currículos de formación docente con el fin de fortalecer la calidad educativa.

Palabras clave: comunicación efectiva, docentes, educación básica.

Introduction

The present investigation was conducted under a qualitative approach, with a descriptive and documentary design, grounded in a systematic review of the scientific literature on effective communication in Basic Education teaching practice.

Phase 1. Literature search

An exhaustive information search was carried out across academic databases including Google Scholar, ERIC, Scopus, EBSCO, Redalyc, SciELO, Dialnet, and Web of Science, using the following keywords: effective

communication, teaching practice, basic education, pedagogical interaction, and educational communication. A language filter was also applied to include publications in both Spanish and English.

The search was delimited to studies published between 2022 and 2025, in order to ensure the inclusion of recent and relevant research. Original research articles and review papers were considered, while theses, technical reports, and non-peer-reviewed documents were excluded.

Phase 2. Study evaluation

Subsequently, the titles and abstracts of the identified articles were reviewed to verify their relevance to the study's objective, applying inclusion criteria such as a direct relationship with teacher communication in Basic Education and an approximate length of 4 to 32 pages; studies that did not meet these criteria were discarded.

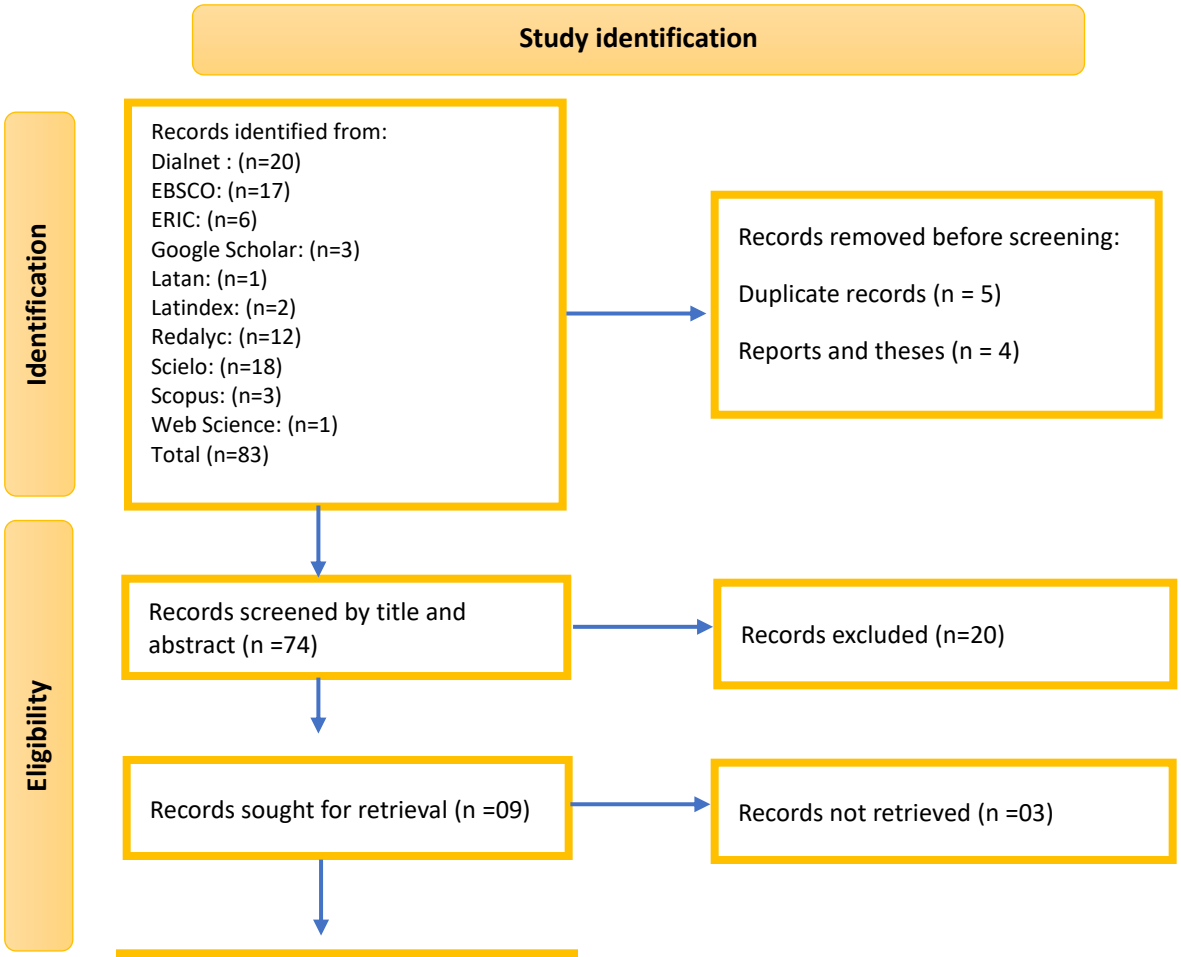
Phase 3. Information analysis

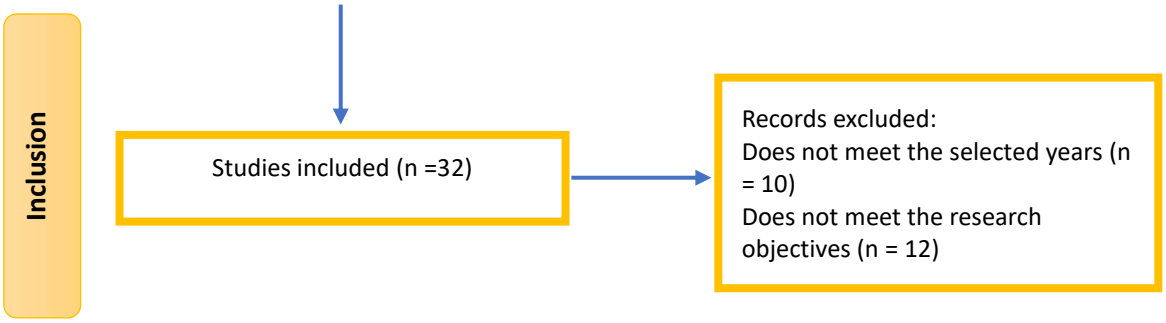
In this phase, a critical reading of the selected articles was conducted to extract information on teacher communication strategies, their challenges, and their effectiveness in the teaching-learning process, recording key aspects such as methodological approach, population, instruments, and main findings.

Phase 4. Synthesis of results

Finally, the results were organized and synthesized, identifying patterns, trends, and discrepancies across studies, from which conclusions and implications for Basic Education teaching practice were formulated, along with recommendations for future research.

For the preparation of this article, an initial analysis of approximately 83 works was conducted, from which a final sample of 32 studies that met the established inclusion criteria was selected. Works that did not originate from reliable databases were excluded, thereby ensuring the quality, validity, and scientific rigor of the information used.





Results and discussion

From the analysis of the scientific literature, it is evident that effective communication in Basic Education teaching practice constitutes an essential element for the comprehensive development of the teaching-learning process.

The studies reviewed concur that clear, empathetic, and pedagogically purposeful communication facilitates content comprehension, strengthens the teacher-student relationship, and contributes to a positive school climate (Mendoza et al., 2025). Teacher communication is identified as impacting not only academic performance but also student motivation, active participation, and socioemotional development (Acuña et al., 2025).

The findings indicate that effective communicative practice in the classroom acts as a key pedagogical mediator, facilitating interaction, formative feedback, and educational inclusion (Martínez et al., 2023). From the systematic review, recurring dimensions that structure effective communication in the teaching domain were identified, presented according to the operationalization of the study variable.

A. Effective communication in teaching practice

Effective communication in teaching practice refers to the teacher's ability to convey clear and relevant messages, considering the educational context, the student body, and the pedagogical objectives (Real et al., 2025). The literature reviewed indicates that this competency is not limited to the transmission of information but rather involves an interactive, bidirectional process mediated by cognitive, emotional, and social factors (Coll et al., 2024).

Various authors agree that teacher communication is structured around fundamental dimensions that allow for an understanding of its impact in the Basic Education classroom (González, 2025). In accordance with the specific objectives of the study, the results corresponding to the identified dimensions are presented: verbal, non-verbal, socioemotional, and pedagogical-didactic communication (Gallardo et al., 2025).

B. Verbal communication dimension

Verbal communication stood out as one of the most important dimensions in teaching practice, given that the appropriate use of oral and written language facilitates the clear explanation of content, the precise formulation of instructions, and the effective guidance of the learning process (Guzmán, 2025). Expository clarity, the use of vocabulary appropriate to the educational level, and the logical structuring of discourse were identified as key factors for student comprehension (Arnáez & Maracay, 2023).

Likewise, the literature shows that effective verbal communication fosters active student participation, facilitates pedagogical dialogue, and contributes to reducing misunderstandings during the educational process (Ávila et al., 2025). Teachers who employ open-ended questions, contextualized examples, and progressive explanations achieve greater cognitive engagement from students, thereby strengthening meaningful learning (Chafla, 2024).

The studies reviewed agree that deficiencies in verbal communication can lead to confusion, demotivation, and difficulties in knowledge acquisition, especially in the early levels of Basic Education (Javier, 2025). Therefore, the need to strengthen this dimension through ongoing teacher training processes is highlighted (Añazco et al., 2025).

C. Non-verbal communication dimension

Non-verbal communication was recognized as an essential component that complements and reinforces teachers' messages, including aspects such as body language, facial expression, eye contact, posture, and tone of voice (Comma, 2025). The analyzed studies show that these elements significantly influence students' perception of the message and the construction of a trusting classroom atmosphere (Castro & Morales, 2023).

The results indicate that teachers who appropriately employ non-verbal communication manage to convey security, closeness, and openness to dialogue, thus fostering student attention and respect (De La Cruz et al., 2023). Furthermore, congruence between verbal and non-verbal messages is associated with greater teacher credibility and a better disposition toward learning (Arellano, 2025).

Conversely, inadequate non-verbal communication can generate tensions, misinterpretations, and barriers to educational interaction. The literature underscores the importance of teachers being aware of their body language and its impact on classroom dynamics (Cedeño & Mendoza, 2024).

D. Socioemotional communication dimension

Socioemotional communication was identified as a key dimension in Basic Education teaching practice, linked to the teacher's ability to communicate with empathy, active listening, respect, and understanding of students' emotions (Gómez et al., 2024). The studies reviewed indicate that positive socioemotional communication contributes to students' emotional well-being and strengthens the pedagogical bond (Morales & Buendía, 2025).

The findings show that teachers who establish communication based on empathy and respect generate a safe and inclusive school climate, where students feel valued and heard (Vivas, 2023). This type of communication favors emotional self-regulation, harmonious coexistence, and the peaceful resolution of conflicts in the classroom (Proaño et al., 2024).

Likewise, it is highlighted that socioemotional communication allows the teacher to identify emotional needs and learning difficulties, facilitating timely pedagogical intervention (López, 2025). The literature agrees that this dimension is fundamental for the comprehensive development of the student and for the prevention of disruptive behaviors (Oña et al., 2025).

E. Pedagogical-didactic communication dimension

Pedagogical-didactic communication was identified as the dimension that articulates the teacher's educational intent with teaching and evaluation processes (Polanco et al., 2025). The studies reviewed highlight that this dimension manifests through formative feedback, the formulation of clear orientations, the use of communicative strategies, and the adaptation of the message to learning styles (Dávila et al., 2023).

The results show that effective pedagogical communication allows the teacher to guide learning, accompany student progress, and promote metacognition (Zhinín et al., 2023). Clear, timely, and constructive feedback was identified as a central element for improving academic performance and strengthening student autonomy (Olmedo et al., 2025).

The review of the literature on effective communication in teaching practice across different levels of Basic Education reaffirms its relevance as an essential competency for teachers' professional performance (Esquivel et al., 2025). The studies analyzed agree that the development of communicative skills such as active listening, empathy, appropriate use of body language, and coherence between verbal and non-verbal communication fosters more effective pedagogical interactions and more positive classroom management (Tumbaco et al., 2024). At the Basic Education levels, these competencies enable teachers to face classroom challenges more effectively, promote active participation, and support students' comprehensive development (Mejía et al., 2024).

A relevant finding from this review is the identification of motivation as an intrinsic dimension of effective communication, and not merely as an outcome of the communicative process (Aguirre, 2025). The evidence suggests that the effectiveness of traditionally recognized dimensions, such as clarity and assertiveness, depends largely on the message being conveyed with a motivational tone, focus, and purpose (Montes et al., 2025). This proposition contrasts with more traditional theoretical models of educational communication, which focused primarily on message precision and structure, leaving the emotional and motivational impact of the communicative act in a secondary position (Peña, 2023).

The analysis from the present study, based on an exhaustive review of 32 investigations, reveals important advances in the integration of effective communication into teacher training (Montenegro et al., 2025). The evaluation of communicative dimensions such as discourse clarity, communicative coherence, empathy, active listening, and social skills shows a clear trend toward their incorporation as cross-cutting axes of educational practice (Echeverría & Paredes, 2025). In particular, communicative coherence stands out as a key factor for

generating mutual understanding, strengthening healthy pedagogical relationships, and facilitating teamwork and problem-solving in different areas of the school context (Quaranta, 2025).

However, the results also reveal a critical gap between educational theory and practice (Onofre et al., 2025). While theoretical models demand high levels of active listening and teacher empathy, daily practice shows that structural barriers —such as workload, professional stress, and administrative pressure— limit their sustained implementation (Meza, 2025). In this sense, the findings suggest that if educational institutions do not comprehensively address teacher well-being or reduce occupational stress factors, the implementation of effective communication will remain limited, regardless of training efforts (Retamozo et al., 2023).

The analyzed evidence confirms that teacher communication transcends the transmission of academic information and is configured as an interactive, intentional, and multidimensional process that affects learning, school coexistence, and students' socioemotional well-being (Bravo, 2023). These findings coincide with previous studies that recognize the teacher as a communicative mediator and key agent in the construction of humanized and participatory educational environments (Bermúdez et al., 2025).

One of the main contributions of this review is the identification of active listening as an essential component of effective communication (Lezcano, 2024). The literature reviewed agrees that the practice of active listening allows the teacher to better understand students' needs, concerns, and learning styles, facilitating the adjustment of pedagogical strategies and the prevention of difficulties in the educational process (Mejía et al., 2024). Active listening promotes participation, dialogue, and the free expression of ideas, contributing to a classroom climate based on respect and trust, essential elements for meaningful learning in Basic Education (Ruiz et al., 2023).

In a complementary manner, empathy emerges as a key communicative competency for strengthening the teacher-student relationship (Medina & Ibáñez, 2024). The analyzed studies show that empathy allows the teacher to recognize, validate, and respond appropriately to students' emotions, which positively impacts their motivation, self-esteem, and willingness to learn (Vázquez & Velásquez, 2023). This socioemotional dimension of communication is associated with the reduction of conflicts, the improvement of school coexistence, and the promotion of healthy interpersonal relationships (Hernández et al., 2023). In this sense, empathy is positioned as a fundamental element for teamwork and problem-solving in the educational context, both inside and outside the classroom (Maridueña et al., 2025).

Likewise, the role of adequate body language is highlighted as a determining component in the effectiveness of the teacher's message (Carrascal & Patricia, 2024). Non-verbal communication, manifested through gestures, postures, facial expressions, eye contact, and tone of voice modulation, exerts a significant influence on the interpretation and understanding of the message by students (Yaping, 2023). The studies agree that body language congruent with verbal discourse reinforces teacher credibility, conveys security and closeness, and facilitates content comprehension (Asencios & Obispo, 2023). Conversely, incoherent non-verbal communication can generate confusion, disinterest, and barriers to pedagogical interaction, negatively affecting the classroom climate (Arellano, 2023).

Another relevant aspect identified in the discussion is communicative coherence, understood as the congruence between the verbal message, body language, emotional attitude, and the teacher's pedagogical intention (Fiallos, 2025). The literature reviewed emphasizes that this coherence is essential for generating mutual understanding between teachers and students, which allows for establishing solid and sustainable educational relationships (Covarrubias & Piña, 2025). Communicative coherence facilitates the construction of agreements, collaborative work, and the effective resolution of problems in different areas of the school environment, strengthening group dynamics and shared responsibility in the learning process (Pincay et al., 2025).

From a pedagogical perspective, the findings show that the integration of active listening, empathy, adequate body language, and communicative coherence enhances pedagogical-didactic communication, especially through formative feedback, clear guidance of activities, and permanent monitoring of learning (Hansmann, 2025). These communicative practices favor metacognition, autonomy, and the development of social skills in students, preparing them to interact effectively in broader academic, family, and social contexts (González & Santillán, 2025).

Nevertheless, the review also reveals persistent challenges in the systematic implementation of these communicative competencies in teaching practice (Esquivel & Jiménez, 2025). Likewise, workload, classroom management, and administrative demands can hinder conscious reflection on the teacher's communicative practices, generating a gap between educational theory and practice (Zambrano et al., 2025).

From a contextual perspective, the analyzed literature evidences the need to strengthen research on effective communication in Basic Education, particularly in Latin American contexts, where scientific production is still limited compared to other regions (Pinilla, 2024). This situation highlights the importance of developing

empirical studies and intervention programs that allow for evaluating the real impact of teacher communication on learning, school coexistence, and problem-solving in different educational settings (Pavón et al., 2025).

Effective communication in teaching practice is a comprehensive competency that articulates cognitive, emotional, and social skills (Vargas & Mejía, 2025). Active listening, empathy, the appropriate use of body language, and communicative coherence are configured as essential elements for generating mutual understanding, strengthening healthy relationships, promoting teamwork, and facilitating problem-solving in all areas of the educational context (Pompa & Pérez, 2025). Strengthening these competencies in Basic Education teachers represents a priority challenge to progress toward a quality, inclusive education centered on the comprehensive development of the student (Villavicencio et al., 2023).

Conclusions

Effective communication in Basic Education teaching practice is a strategic competency that integrates verbal, non-verbal, and socioemotional dimensions. Its correct application allows for explaining content with clarity, guiding learning, conveying security and empathy, and strengthening educational interaction and the school climate, positively impacting the comprehensive development of students.

Likewise, motivation is recognized as an intrinsic component of communication, since the clarity, assertiveness, and coherence of the teacher's message achieve greater effectiveness when combined with an approach capable of generating interest, commitment, and active student participation. Active listening, empathy, the appropriate use of body language, and communicative coherence strengthen pedagogical relationships, foster collaborative work, and promote socioemotional development, although their implementation is limited by factors such as workload, teacher stress, and scarce specific training.

Therefore, strengthening effective communication requires both teacher training and institutional policies oriented toward professional well-being and the improvement of working conditions. Its systematic integration into educational practice is consolidated as a cross-cutting axis, essential for optimizing learning, school coexistence, and the comprehensive formation of students.

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