Interdisciplinary Strategies For Language Development In Early Childhood: A Speech-Language Pathology And Educational Approach

Estrategias Interdisciplinarias Para El Desarrollo Del Lenguaje En La Primera Infancia: Un Enfoque Fonoaudiológico Y Educativo

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Summary

The purpose of this diploma project is to design and implement interdisciplinary strategies that contribute to quality early childhood education, approached from a comprehensive phonoaudiological perspective. The initiative focuses on strengthening the development of language and communication, considered essential pillars for learning and social interaction of preschool children. From an approach that combines pedagogical and phonoaudiological elements, it seeks to respond effectively to the diverse communicative and linguistic needs of children, respecting their socio-cultural contexts and promoting their full development.

Thus, specific interventions are proposed where caregivers and teachers play an active role, promoting their training, awareness and appropriation of strategies that favor the linguistic and communicative development of children in educational and family environments. Likewise, innovative pedagogical tools and methodologies adapted to the socio-cultural characteristics of the communities will be designed, with the purpose of promoting inclusive, sustainable and transferable learning to other educational contexts.

Finally, the main goal of this proposal is not only to reduce the existing educational and communication gaps, but also to contribute to the strengthening of public policies aimed at early childhood in Colombia, generating a positive impact on the integral development of children and their environment. From an interdisciplinary approach, the degree work seeks to contribute significantly to the field of speech therapy, promoting its articulation with education and its key role in early childhood development. It is expected that the strategies designed will generate benefits at academic, social and community levels.

Key words: Early Childhood, Quality Education, Speech-Language Pathology, Language Development, Inclusion.

Resumen

Este proyecto de diplomado tiene como propósito diseñar e implementar estrategias interdisciplinarias que contribuyan a una educación de calidad en la primera infancia, abordada desde una perspectiva fonoaudiológica integral. La iniciativa se centra en fortalecer el desarrollo del lenguaje y la comunicación, considerados pilares esenciales para el aprendizaje y la interacción social de los niños en etapa preescolar. A partir de un enfoque que combina elementos pedagógicos y fonoaudiológicos, se busca responder de

manera efectiva a las diversas necesidades comunicativas y lingüísticas de los niños, respetando sus contextos socioculturales y fomentando su pleno desarrollo.

Así pues, se plantea intervenciones específicas donde cuidadores y docentes desempeñen un papel activo, fomentando su formación, sensibilización y apropiación de estrategias que favorezcan el desarrollo lingüístico y comunicativo de los niños en entornos educativos y familiares. Asimismo, se diseñarán herramientas pedagógicas y metodologías innovadoras adaptadas a las características socioculturales de las comunidades, con el propósito de promover un aprendizaje inclusivo, sostenible y transferible a otros contextos educativos.

Finalmente, esta propuesta no solo tiene como meta principal reducir las brechas educativas y comunicativas existentes, sino también contribuir al fortalecimiento de políticas públicas dirigidas a la primera infancia en Colombia, generando un impacto positivo en el desarrollo integral de los niños y su entorno. Desde un enfoque interdisciplinario, el trabajo de grado busca aportar de manera significativa al campo de la fonoaudiología, promoviendo su articulación con la educación y su papel clave en el desarrollo infantil temprano. Se espera que las estrategias diseñadas generen beneficios a nivel académico, social y comunitario.

Palabras Claves: Primera Infancia, Educación De Calidad, Fonoaudiología, Desarrollo Del Lenguaje, Inclusión.

Introduction

Early childhood is a crucial period for comprehensive development, and speech therapy plays a key role in strengthening communication, cognitive and socioemotional skills. This project is innovative in that it integrates pedagogical and phonoaudiological approaches with an interdisciplinary perspective that seeks to respond comprehensively

to the needs of this population. In doing so, it aims to contribute to the design and implementation of educational strategies that promote inclusion, equity and quality in learning environments, aligning with national early childhood policies, such as the National Strategy From Zero to Forever (MEN, 2019). In addition, this work falls within the framework of the Sustainable Development Goals related to inclusive, equitable and quality education (SDG 4), highlighting its contribution to a more just and equitable development for all children.

Recent research, such as that of López and Gómez (2020), highlights that interdisciplinary interventions in early childhood generate significant improvements in children's comprehensive development, especially in linguistic and socioemotional skills, fundamental aspects for effective learning. On the other hand, Ramos et al. (2021) emphasize that the active participation of caregivers and teachers in training processes promotes more enriching and sustainable learning environments, strengthening the relationship between home and school. In the field of speech therapy, studies by Martínez et al. (2022) have shown the importance of designing and implementing personalized strategies that meet the specific needs of communities, highlighting the influence of cultural and social factors on the success of interventions.

The social relevance of this proposal lies in its ability to address a structural problem that affects child development in vulnerable environments, expanding the possibilities of intervention from speech therapy as a discipline that transcends the clinical setting to actively integrate into educational and community scenarios. This comprehensive approach not only contributes to the advancement of knowledge in the area of early childhood and speech therapy, but also to the improvement of the living conditions of children and their communities, promoting equity, social justice and respect for cultural diversity.

This degree work is based on several theories and programs that address early language stimulation in early childhood. At the international level, Vygotsky's Sociocultural Theory of Learning (2019), which emphasizes the role of the social environment in linguistic development and has been implemented in the "Early Language Learning Initiative" program in the United States, stands out.

According to this theory, interaction with adults and peers allows for the progressive acquisition of language, which has promoted teaching methodologies based on communication and collaborative learning. Similarly, Tomasello's Play-Based Learning Model (2021) highlights playful interaction as a fundamental mechanism for language acquisition, being applied in the "Play and Talk" program in the United Kingdom. This model stresses the importance of imitation, joint attention and co-construction of meaning in the language learning process.

On the other hand, Bronfenbrenner's Ecological Perspective of Development (2021) explains the influence of the environment on children's communication and has been integrated in initiatives such as "Language Together" in Canada, promoting strategies that consider the interaction between the different levels of the child's social context. Finally, Bruner's Early Intervention in Language Development (2020) emphasizes adult mediation in language acquisition, reflected in programs such as the "First Words Project" in Australia, which seeks to strengthen language development through guided support and structuring of the linguistic environment.

In the Colombian context, the Comprehensive Early Childhood Care Policy (MEN, 2020) highlights the importance of early language development, implemented in the "From Zero to Forever" program. This program has been key in the formulation of intersectoral

strategies for the promotion of language in childhood, highlighting the role of the family, educators and access to appropriate materials.

Likewise, the Model of Early Education in Colombia (ICBF, 2021) includes language stimulation strategies and is applied in "My Hands Teach You", prioritizing ludic and narrative activities as learning tools. There is also the National Reading and Writing Strategy (MinCultura, 2021), which seeks to promote communication skills from childhood through the "Reading is my Story" program, which facilitates access to books and promotes orality through shared reading. Finally, the Pedagogical Innovation in Language Project (MEN, 2019) seeks to strengthen language teaching in preschool within the "Todos a Aprender" initiative, with an approach based on the didactics of oral and written language.

At the regional level, the Departmental Plan for Early Childhood of the Government of Huila (2020) establishes strategies to strengthen language in educational environments, highlighting the "Pequeños Lectores Huilenses" program. This plan emphasizes the importance of comprehensive language education from early childhood, ensuring the participation of trained teachers and relevant educational materials. Along the same lines, the Program for the Promotion of Orality and Literacy (Secretaría de Educación del Huila, 2021) promotes language stimulation in children's centers, facilitating the implementation of interactive learning environments and the use of technological tools. The Universidad Surcolombiana (2019) has developed the Early Learning Experience, which studies methodologies for language development in preschoolers, identifying strategies based on play and children's literature. For its part, the Huila Social Foundation (2022) implements early childhood education projects with a communicative approach, generating innovative strategies for stimulation linguistic and promoting the inclusion of children with speech and language difficulties.

At the local level, the Secretary of Education of Neiva (2021) leads the program "Aprendiendo a Hablar Jugando", which uses playful strategies to strengthen language in preschool children. This program integrates oral narration activities, songs and interactive dynamics to promote verbal expression in children. Complementarily, the Mayor's Office of Neiva (2022) develops the "Children's Voices" strategy, promoting oral expression and reading in early childhood through cultural and pedagogical activities in community libraries.

Research conducted by the Universidad Surcolombiana (2020) has evaluated factors that influence language acquisition in Neivian children, identifying the influence of the family and educational environment on communicative development. Finally, the Corporación Universitaria del Huila (2021) has promoted language stimulation projects in Child Development Centers, promoting innovative methodologies adapted to the needs of the local child population, with emphasis on linguistic and cultural diversity.

Additionally, at the international level, Ausubel's Meaningful Learning Theory (2021) argues that the incorporation of new linguistic knowledge should be structured and related to the child's previous background, finding application in programs such as "Language Ladder" in Germany. In Colombia, the Early Education Strategy of the MEN (2022) has promoted teacher training in innovative methodologies for language teaching, being applied in regional programs such as "Hablemos y Crezcamos" (Let's Talk and Grow). In Huila, the Institute of Education and Language (2023) has developed strategies that include the use of technology in early childhood language stimulation. Finally, in Neiva, the program "Juntos en el Lenguaje" (2023) has implemented digital tools to strengthen communication in children, promoting equitable access to quality educational resources.

Other concepts relevant to this study include "Neuroeducation of Language", which studies the relationship between neurological processes and language acquisition in children. This discipline combines principles from neuroscience, psychology and education to understand how the brain learns and processes language, highlighting factors such as neural plasticity, memory and attention in language development (Sousa, 2022). Its application in educational contexts allows the design of didactic strategies that optimize language learning in childhood, favoring the development of communicative skills.

Play Pedagogy" emphasizes the use of play as a key tool for language learning in infancy. Through symbolic play, children experience social interactions, develop vocabulary and structure their first sentences. In addition, structured play can facilitate the teaching of grammatical rules and improve reading and listening comprehension (Smith, 2023). This pedagogy is based on the idea that playful learning improves motivation and knowledge retention, promoting comprehensive language development.

Inclusive learning environments" facilitate the participation of all children in language development, regardless of their abilities or specific needs. These educational spaces are designed to ensure accessibility and equity in language teaching, incorporating methodologies such as cooperative learning, the use of multisensory materials and curricular adaptation (Rodríguez & Pérez, 2022). Inclusion in language learning not only benefits children with disabilities, but also enriches the educational experience of the entire school community. Finally, the "Children's Language Technologies" addresses the impact of digital tools on children's communicative development. This concept includes educational applications, voice recognition software, virtual assistants and interactive platforms designed to stimulate language skills in children. Recent research has shown that the appropriate use of these technologies can improve vocabulary acquisition, reading

comprehension and pronunciation, provided they are integrated within a balanced pedagogical approach and supervised by adults (González, 2023).

Methodology

This project is based on an interpretive and constructivist paradigm, which allows a deep understanding of the experiences and perceptions of the actors involved (teachers, families, speech therapists and, as far as possible, the children) regarding language development and educational inclusion. Previous research (such as Lopez and Diaz, 2021; Martinez et al., 2021) has shown that speech-language interventions based on qualitative and participatory strategies contribute significantly to early stimulation and the integration of inclusive practices. In this sense, the present project is based on these findings to validate and adapt proven strategies to real contexts.

Participatory Action Research (PAR) will be adopted as a method. According to the conceptualization of Calderón & López (2014) it is a "continuous dialectical process in which facts are analyzed, problems are conceptualized, actions are planned and executed in pursuit of a transformation of the contexts, as well as the subjects that are part of them" (p. 4).

Thus, the primary sources used in this research include research reports, scientific articles and books. On the other hand, secondary sources include abstracts and theses related to the topic.

Finally, a non-probabilistic sampling will be used to select participants with representative experiences of the phenomenon studied, ensuring diversity and relevance. The sample will include 2 to 3 Early Childhood Centers with relevant characteristics. Each center will include 3 to 4 teachers and managers, 3 to 4 families or

caregivers, and 1 to 2 speech therapists, who will provide key perspectives on inclusion and language stimulation.

The phases established in the proposal are presented below,

Table 1: Tactical and Operational Matrix: Endomarketing Strategic Model - Honduran Financial Sector.

Phase	Target	Procedures
Phase 1:	Identify needs and potentials in language development, as well as barriers and opportunities for educational inclusion.	- Documentary review: Analysis of previous research. - Semi-structured interviews: Conversations with teachers, directors, families and speech therapists. - Participant Observation: Classroom recording of interactions and current practices.
Phase 2: Strategy Design and Planning	To build phonoaudiological strategies adapted to the context, based on previous evidence.	- Participatory Workshops: Discussion of diagnostic results and definition of strategies. - Elaboration of the Intervention Plan: Design of timetable, roles and follow-up mechanisms.
Phase 3: Implementation and Monitoring	Apply the strategies in the classroom and monitor their development and adaptation.	- Classroom Application: Language stimulation activities (games, narration, AAC). - Observation and Recording: Use of field diaries and observation guides. - Feedback Meetings: Continuous adjustment of strategies in weekly sessions.
Phase 4: Evaluation and Reflection	Evaluate the impact of the strategies and generate lessons learned for future interventions.	- Replication of Interviews and Focus Groups: Comparison of perceptions before and after. - Analysis of Field Diaries and Observations: Identification of patterns and changes. - Final Participatory Reflection Session: Discussion of results and recommendations.

Results

The results of the research are presented below according to the study objectives, followed by the analysis of each one.

This guide offers strategies and activities to stimulate the development of language in early childhood, integrating speech therapy with education. It focuses on training teachers and caregivers, creating inclusive environments and applying playful methodologies that enhance communication. Through stories, songs, role-playing, puppets and other dynamics, it seeks to strengthen oral expression and listening comprehension in children. In addition, it proposes the evaluation and monitoring of progress to adapt strategies according to their needs, promoting a natural and meaningful learning at home and in the classroom.

It is important to highlight that this proposal of impact on early childhood is valued to guarantee the minimum requirements that denote it as such, for this reason an analysis that allows us to make a concise study of the documentary proposal of the diploma course is listed below.
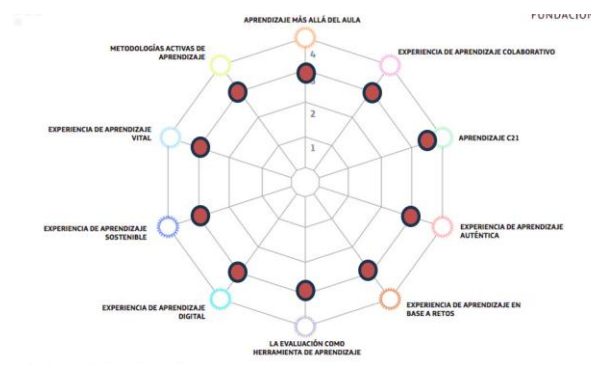
Source: Fundación Telefónica (2014).

In general, the innovation of the diploma project was evaluated and the impact was assessed according to the Telefónica (2014) rubric, which establishes the following levels: Absence (0), Low (1), Medium (4) and High (5). According to the analysis of the innovation model, the proposal is located in a high range. These results highlight the relevance of the project in the field of educational innovation oriented to early childhood, evidencing its impact and significant contribution in the field of phonoaudiology. This guide has a significant impact in the field of phonoaudiology by providing practical tools for early language stimulation, favoring the communicative development of children from their first years. Its main contribution lies in the integration of interdisciplinary strategies that combine speech therapy with education, promoting early intervention in school and family contexts. In addition, it contributes to the detection and timely approach to language difficulties, training teachers and caregivers to be active agents in this process. The application of play activities not only facilitates language acquisition, but also strengthens children's social interaction and cognitive development, which has a positive impact on their future academic performance. In general terms, this booklet represents a valuable resource for educational inclusion and equity in access to phonoaudiological strategies, ensuring that more children can develop their communication skills in enriching and stimulating environments.

Thus, a semi-structured interview with 10 Likert-type questions was conducted to evaluate the diploma design proposal, published in Calameo. The evaluation was carried out by 12 users who participated voluntarily through the Google Forms link entitled "Guide to Early Childhood Speech Therapy Activities". Below are the semi-structured questions in which the users evaluated the proposal, which is replicated according to the items of the Decalogue of an innovative project (2014) of the Telephone Foundation in relation to their levels of assessment:

- To what extent does the early childhood speech therapy guide encourage learning outside the traditional school setting?
(0: Absent - 1: Low - 4: Medium - 5: High)

- How do you evaluate the capacity of the guide to promote collaboration between children, families and teachers from the perspective   of   Speech   Therapy?
(0: Absence - 1: Low - 4: Medium - 5: High)

- At what level does the early childhood speech therapy guide incorporate 21st century skills, such as creativity and early childhood   language   problem   solving?
(0: Absent - 1: Low - 4: Medium - 5: High)

- Do you consider that the early childhood speech therapy guide offers relevant and applicable activities to children's daily lives?
(0: Absent - 1: Low - 4: Medium - 5: High)

- How effective are the activities in the guide in challenging and stimulating   children's   language   development?
(0: Absent - 1: Low - 4: Medium - 5: High)

- Does the guide include clear strategies to support children's language   development?
(0: Absent - 1: Low - 4: Medium - 5: High)

- To what extent does the guide incorporate digital or technological   resources   that   support   learning?
(0: Absence - 1: Low - 4: Medium - 5: High)

- To what degree does the guide promote sustainable practices in children?
(0: Absence - 1: Low - 4: Medium - 5: High)

- How effective is the guidance in the overall development of the child, including his or her emotional and social well-being in the interaction with his or her family, community and educational

environment?
(0: Absence - 1: Low - 4: Medium - 5: High)

- Do you consider that the guide employs active methodologies that encourage participation and meaningful learning from the strategy of Speech Therapy?
(0: Absence - 1: Low - 4: Medium - 5: High)

As a result of the semi-structured interview sent to 12 volunteer subjects to assess the proposal, it was found that

The Early Childhood Speech-Language Pathology Guide has been rated positively in its ability to foster learning outside the traditional school setting. Some 66.7% of respondents considered the guide to have a high impact in this regard, indicating that it provides adequate strategies for learning in the home and other contexts outside the classroom. However, the 33.3% who rated it at a medium level suggest that there are opportunities for improvement, possibly through the inclusion of activities more adapted to different family and community settings.

Regarding the promotion of collaboration between children, families and teachers from Speech Therapy, most of the participants (66.7%) consider that the guide facilitates an effective interaction between these actors. This shows that strategies have been integrated to promote joint work in children's language development. However, the 33.3% who placed it at a medium level suggest that more structured dynamics or specific tools could be incorporated to further strengthen communication and collaborative work.

Regarding the incorporation of 21st century skills, such as creativity and language problem solving in childhood, the perception is evenly divided (50% high and 50% medium). This indicates that while the guide includes elements that promote these skills, there is still room to strengthen their application. It could be useful to incorporate

more explicit activities that stimulate creativity and specific problem-solving strategies in different language development scenarios.

In terms of relevance and applicability of the activities to the children's daily lives, the guide is highly rated, with 83.3% of responses at the high level. This indicates that the proposed activities are useful and can be easily integrated into the children's daily routine. However, 16.7% consider their applicability to be medium, suggesting that some activities could benefit from more contextualized examples or clearer instructions to ensure their implementation in different contexts.

Regarding the effectiveness of the activities in challenging and stimulating children's language development, 81.8% of the respondents believe that the guide fulfills this purpose significantly. This reinforces the idea that the proposed strategies are adequate to enhance children's language skills. However, 18.2% consider the effectiveness to be average, indicating that some exercises may require adjustments in difficulty or greater variety to adapt to different stages of child development.

The inclusion of clear strategies to support children's language development is another aspect that is well rated, with 83.3% of respondents rating it highly. This suggests that the guide offers structured tools that are easy to apply. However, the 16.7% who rated it at a medium level point out that some strategies could use more clarity or additional examples to facilitate their implementation by families and teachers.

In relation to the incorporation of digital or technological resources to support learning, the guide receives a high valuation, with 83.3% in the high level. This indicates that digital tools useful for the teaching process have been integrated. However, the 16.7% that rated it at a medium level suggests that there are still opportunities to expand the use of technologies or diversify digital resources to make them more accessible and attractive to children.

The promotion of sustainable practices and environmental awareness among children is a highly rated aspect, with 75% of responses at the high level. This indicates that the guide includes elements that encourage respect for the environment and responsible practices. However, the 25% who placed it at a medium level suggest that these themes could be further strengthened with more specific activities or a deeper integration of environmental education into children's language development.

Regarding the effectiveness of the guide in the integral development of the child, including his or her emotional and social well-being, 83.3% of those surveyed evaluated it at a high level. This shows that the proposed activities not only work on language, but also on interaction with the family and the community. However, the 16.7% who placed it at a medium level suggest that more strategies could be integrated to reinforce socioemotional development in the language learning process.

Finally, the use of active methodologies that encourage participation and meaningful learning is the most highly valued aspect of the guide, with 100% of respondents rating it at the highest level. This shows that the strategies used manage to actively involve children in their own learning process, favoring exploration, experimentation and interaction as fundamental axes of language development.

Product obtained: A booklet with a bank of pedagogical and phonoaudiological activities adapted to different contexts, https://www.calameo.com/read/00788433574338a657767#google_vignette.

Nature of the proposal

The proposed diploma course seeks to strengthen language development in early childhood through interdisciplinary phonoaudiological strategies. It focuses on training teachers, caregivers and health professionals in the implementation of

innovative methodologies that promote effective communication and educational inclusion. This proposal is based on Vygotsky's Sociocultural Theory of Learning (1978), which highlights the importance of the social environment in language development, and on Bronfenbrenner's Ecological Perspective of Development (1987), which highlights the influence of different environmental systems in children's learning. Language development in early childhood is a key process that influences academic performance and social integration throughout life. According to Bruner (1983), adult mediation is fundamental for the construction of linguistic knowledge, which supports the need to train educators and caregivers in effective strategies to stimulate language in children.

In addition, recent research (Tomasello, 2003) has shown that language learning is an interactive and socially constructed process, which reinforces the importance of an interdisciplinary approach in early childhood education. The proposal of the diploma program is framed within the need to strengthen the training of teachers and professionals in the educational and phonoaudiological fields, in order to improve the quality of early childhood education and reduce inequalities in access to language stimulation strategies. According to Snow (2010), early intervention in language development is key to prevent difficulties in literacy and formal learning at later stages. Therefore, this diploma course seeks to generate a positive impact on early education by integrating scientific knowledge and practical strategies adapted to the needs of the educational and social context.

Intentionality

To contribute to the comprehensive training of participants by strengthening their competencies in child language development, promoting strategies based on scientific evidence and framed in an interdisciplinary approach. According to Bruner (1983), adult mediation in language acquisition is essential, so the course seeks to

train teachers and caregivers in effective language stimulation strategies.

Planning

The course will be structured in thematic modules that will include theoretical sessions, practical workshops and case studies. An active methodology based on collaborative learning and application in real contexts will be implemented. This design is based on Barrows' (1986) Problem Based Learning (PBL), which encourages the resolution of real situations as part of the training process.

Learning methodology:

- Master classes with experts in the field of speech therapy and education.

- Practical workshops with activities designed for the application of communication strategies in educational environments.

- Case studies that allow participants to reflect on real experiences and propose solutions adapted to their context.

- Formative evaluations through observation of the application of strategies in the classroom. This methodology is based on the principles of Ausubel's (1963) Significant Learning, which emphasizes the construction of knowledge based on the learners' previous experience and context.

Resources:

- Teaching materials and pedagogical guides.

- Virtual platform for access to complementary content.

- Adequate physical space for face-to-face sessions.

- Videos and audiovisual support material. According to Mayer (2001), multimodal learning, which combines visual and auditory resources, favors knowledge retention and comprehension in participants.

Proposal space

It will be developed in a combination of face-to-face and virtual modality to facilitate the access of participants from different regions. This responds to the trend of hybrid learning (Garrison & Vaughan, 2008), which allows optimizing interaction in different training scenarios.

Weather

The course will have a duration of 4 months, distributed in weekly sessions with an hourly load of 6 hours per week. This design is based on the principles of Zimmerman's Self-Regulated Learning Theory (2000), which emphasizes the importance of adequate time for the acquisition and consolidation of skills.

Evaluation

A formative evaluation system will be used based on:

- Application of strategies in educational contexts.

- Elaboration of a final project in which the implementation of the acquired strategies is evidenced. This evaluation model follows the guidelines of Black and Wiliam (1998), who emphasize the importance of formative evaluation in the improvement of learning.

Products obtained:

Booklet with a bank of pedagogical and phonoaudiological activities adapted to different contexts,

https://www.calameo.com/read/00788433574338a657767#google_vignette

Conclusions

The Early Childhood Speech-Language Pathology Guide is considered a highly effective tool in multiple dimensions, standing out in its applicability, in the use of active methodologies and in the stimulation of infant language. However, some aspects, such as collaboration among key actors, the incorporation of 21st century skills and the use of digital resources, can be further strengthened to maximize its impact. With these adjustments, the guide could be consolidated as an even more complete reference in early childhood language teaching and development.

Speech therapy plays a fundamental role in language development and educational inclusion in early childhood, allowing the creation of effective strategies that enhance children's communication in school and family environments. Vygotsky (1978) argues that language is the main mediation tool in learning, reinforcing the importance of this approach.

The implementation of interdisciplinary methodologies, integrating phonoaudiology with pedagogy, favors meaningful learning and contributes to the reduction of communication gaps in vulnerable populations. This is consistent with the studies of Bronfenbrenner (1987), who emphasizes the importance of context in child development. Thus, training teachers and caregivers in language stimulation strategies is essential to guarantee a positive impact on child development, ensuring the sustainability of interventions. According to Bruner (1983), interaction between children and adults is key to language learning.

The qualitative methodology used allowed the identification of barriers and opportunities in the implementation of phonoaudiological strategies, providing evidence for future interventions in the educational setting. Denzin and Lincoln (2005) emphasize the importance of data triangulation in qualitative research to obtain more solid results. Thus, the application of innovative pedagogical tools and the inclusion of technological resources can significantly enhance language development in early childhood, improving children's communication and social interaction. Mayer (2001) emphasizes the positive impact of multimodal learning in early childhood education.

Finally, the guide has been highly recognized for the effectiveness of its activities to challenge and stimulate language development, including clear support strategies and the use of active methodologies. However, to ensure its continuous improvement and adaptation to the changing needs of the child population, it is essential to continue with the evaluation and adjustment of the strategies implemented. This will maintain the relevance and effectiveness of the guide, ensuring that it continues to be a resource with a high impact on the comprehensive development of children, encompassing their linguistic as well as emotional and social well-being.

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