

THE DEVELOPMENT OF CHILDREN'S ORAL LANGUAGE IN NATIONAL SCIENTIFIC PRODUCTIONS: AN INTEGRATIVE SYSTEMATIC REVIEW



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ABSTRACT

This article is the result of a doctoral research, under development, which aimed to identify what recent national scientific productions present about the development of children's oral language. The methodology consisted of an integrative systematic review with searches in the electronic databases of the Brazilian Digital Library of Theses and Dissertations (BDTD) and in the catalog of theses and dissertations of CAPES, for publications between 2012 and 2022. Database accesses took place between 05/18/2022 and 08/16/2022. For the systematization of the studies found, the flowchart recommended by the PRISMA group was used. The search strategies resulted in fourteen scientific productions, of which they were dedicated to researching the pedagogical practice of teachers, the development of children's oral language with a focus on orality and writing, the interactions between teachers and children, and the interactions promoted by triggering activities, such as literature books, and planning, evaluation and records. We conclude that the scientific productions found had oral language as their central theme, but when it comes to research that involves the linguistic interactions that occur between teachers and very young children in Early Childhood Education, and that have the pedagogical work committed to the development of children's oral language, the number of researches is scarce. This reveals that there are still a number of issues to be investigated on this theme, which is still very incipient in our country.

Keywords: Integrative systematic review. Development of oral language. Early childhood education. Orality.

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INTRODUCTION

This work was structured from the interest in understanding what recent national scientific productions present about the development of children's oral language. The intention was to find studies that would show how this theme has been investigated, what has already been produced, especially in the context of education, the demands that remain and that could contribute to our object of study.

Orality, as Gomes Celestino (2019) points out, is not only a means of communication, but an exclusively human skill that reflects the singularities of cognitive development. From the first years of life, oral language plays a central role in children's interaction and socialization, mediated both by the cultural environment and by verbal exchanges with more experienced interlocutors. In this context, Early Childhood Education is configured as a privileged space for the development of oral language, especially through the interactions established between children and teachers, which can foster significant advances in the process of speech acquisition and improvement.

Despite its relevance for integral development, orality and verbal interactions in Early Childhood Education are still little explored in the academic field, especially in Brazil, as pointed out by Costa et al. (2017) and Oliveira (2019). This gap not only justifies the choice of theme, but also highlights the need to investigate how pedagogical practices can enhance children's linguistic development.

The composition of the systematic review had as its main focus the realization of a survey of theses and dissertations in the electronic databases of the Brazilian Digital Library of Theses and Dissertations (BDTD) and in the catalog of Theses and Dissertations of CAPES, guided by the following investigative question: What do recent national scientific productions present about the development of children's oral language?

To meet the proposition in evidence, three specific objectives were managed by this study, namely: to analyze the scientific productions that addressed the theme of children's oral language development; to present the methodological path and theoretical bases of the theses and dissertations on oral language in the period from 2012 to 2022; and to identify the contributions of the productions to the object under study. These objectives were contemplated in the results of this study.

For the design of the systematic review, two search strategies were used, the first refers to the strategies of surveying international scientific productions, which were not included in this article. The second survey strategy refers to national scientific productions.

In the first part of the study, we present the methodological procedures used, followed by the results and syntheses of the selected national scientific productions. And finally, we present the discussions and final considerations.

METHODOLOGY

The integrative systematic review, according to Mendes *et al.* (2008), consists of the construction of a broad analysis of the literature, contributing to discussions on research methods and results, whose purpose is to obtain an understanding of a given phenomenon based on studies already carried out.

The conduct of this review followed the following steps proposed by Costa; Zoltowski (2014), which were used as a protocol for this review: delimitation of the question to be researched; choice of data sources; choice of keywords for the search; search and storage of results; selection of articles by abstract, according to inclusion and exclusion criteria; extraction of data from the selected articles; evaluation of articles; synthesis and interpretation of data (Akobeng, 2005).

The design for the elaboration of the systematic review was based on recommendations from international and national scientific productions. However, to meet the proposed objective, we selected only national scientific productions. Because, when we consider the first search strategy, in which four articles were found resulting from national research that addressed the theme of children's oral language, the interest arose in mapping and understanding what national researchers are presenting about the development of oral language in very young children, especially in the last decade, and what theoretical and methodological elements led the investigations.

To answer the proposed question and select the publications that would compose the sample, we searched the databases of the Brazilian Digital Library of Theses and Dissertations (BDTD) and the CAPES thesis and dissertation catalog, with the following combinations of descriptors: "oral language acquisition" and "early childhood education"; "oral language development" and "language skills"; "interaction of teacher and child quality" and "early childhood education"; "vocabulary development" and "child-directed speech"; "knowledge of the language" and "professional development"; "intentional teaching" and "linguistic interactions between teacher and child", for the period between 2012 and 2022. Thus, these combinations of descriptors would contemplate our object of study more broadly and identify more objectively how this theme appears in scientific productions.

Data analysis consisted of stages. Initially, all the theses and dissertations obtained were identified and selected from the reading of the respective titles and abstracts. The data from the publications were cross-referenced in order to exclude repetitions.

This procedure was based on the following inclusion criteria: a) publication period: research published in the period between 2012 and 2022 (last 10 years) was included, in order to access the maximum number of scientific productions; b) type of work: complete dissertations and doctoral theses published *online*; c) graduate programs: areas of concentration Psychology, Education and Letters/Linguistics, due to the relationship and specificity with the theme for the context of education; d) teaching stages: early childhood education; e) terms: include the descriptors "*oral language development or oral language*", "*orality*" and "*early childhood education*" in the title, abstract or keywords; f) themes: only works related to oral language development in the age group from zero to five years old were included, excluding all other studies that dealt with oral language in other stages of education, bilingualism, second language acquisition and language acquisition, speech difficulties, delays in language development, communication disorders associated with cerebral palsy, mental or hearing disabilities, among others.

Table 1 – Search results in electronic databases

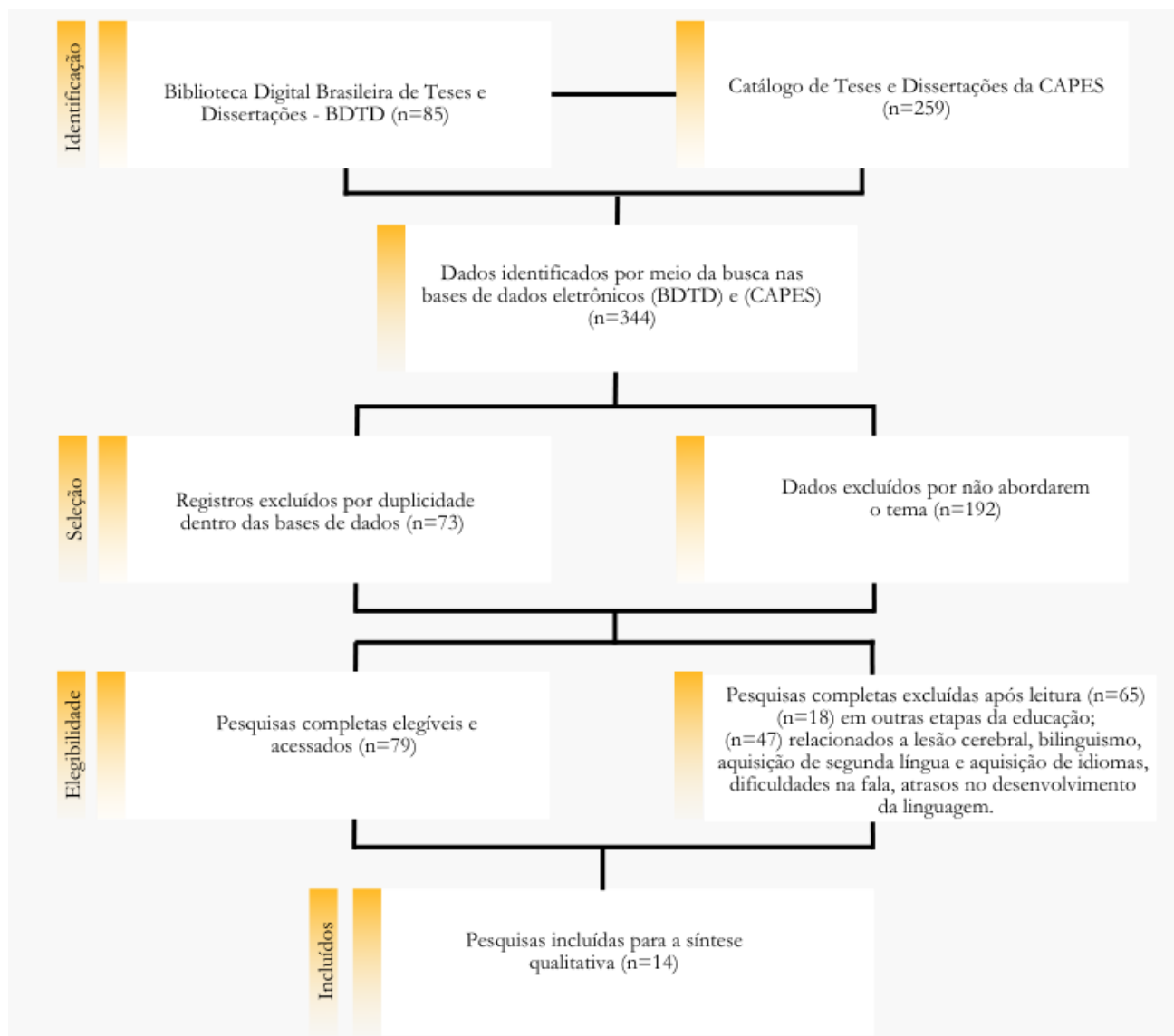
Scientific productions	Database
85	Brazilian Digital Library of Theses and Dissertations (BDTD)
259	CAPES Thesis and Dissertation Catalog
Total = 344	

Source: Prepared by the authors (2023)

The search strategies in the databases and the justifications for exclusion used were presented in the flowchart (Figure 1), as recommended by the PRISMA group (Moher *et al.*, 2009). After reading the abstracts of the studies selected *a priori*, sixty-five were excluded and the sample was reduced to the final number of fourteen scientific productions.

Then, in order to obtain a broader understanding of the findings, we developed a summary cataloging instrument in which the data related to each research were organized, such as: title and year of publication, authors, objectives, main concepts, theoretical approach, methodology, data collection instruments and results, and the graduate program and respective lines of research where the study was carried out.

Figure 1 - Flowchart of the selection of articles based on the PRISMA criteria.



Source: Prepared by the authors (2023)

RESULTS

Figure 1 illustrates the selection process of the articles that composed the present review. Of the total three hundred and thirty surveys, they were excluded because they did not meet the required inclusion criteria, while fourteen were incorporated based on the eligibility criteria. As shown in Table 2, a total of four theses and ten dissertations were selected that meet the inclusion and exclusion criteria defined above and that have a greater correlation with the object of the research.

Table 2 - Quantity of national productions found between 2012 and 2022.

Titles of productions and authors		Graduate Program and Research Line	Year
1	Thesis: Development of orality and writing in children through formal narrative texts: longitudinal research - Maria Socorro Silva Almeida	Federal University of Ceará (UFC) - Graduate Program in Education - Line of research: Development, Language and Education of the child	2012
2	Dissertation: Oral language in early childhood education: a reflection on its foundations and insertion in school planning - Regina Alves de Moraes Marques	Federal University of Paraná (UFPR) - Graduate Program in Education Line of Research: Cognition, Learning and Human Development	2012
3	Dissertation: What you say, professor, is it important? The pedagogical work in the daycare center and the development of the child's oral language - Evellyze Martins Reinaldo Pinho	Federal University of Amazonas (UFAM) - Graduate Program in Education - Line of research: not informed	2013
4	Dissertation: Learning and development of oral language in the context of Early Childhood Education - Wanessa Rafaela do Nascimento da Costa	Federal University of Rio Grande do Norte (UFRN) - Graduate Program in Education - Line of research: Education, Curriculum and Pedagogical Practices	2014
5	Dissertation: Planning, registration and evaluation: instruments that resignify the teaching practice in early childhood education - Rafaela Moraes de Ramos	Federal University of Goiás (UFG) - Graduate Program in Teaching in Basic Education - Line of research: Theoretical, Methodological Conceptions and Teaching Practices	2015
6	Dissertation: Teaching strategies and the development of orality in four-year-old children: possibilities from a reading project developed in Imperatriz/MA - Elieusa de Sousa Silva Filgueiras	UNIVATES University Center - <i>Stricto Sensu Graduate Program</i> Master's Degree in Teaching - Line of research: Teacher Training, Curriculum Study and Evaluation	2016
7	Dissertation: The development of oral language in the context of Early Childhood Education: Conceptions and teaching practices in a municipal daycare center in Fortaleza - Ana Carine dos Santos de Sousa Paiva	Federal University of Ceará (UFC) - Graduate Program in Brazilian Education - Line of research: Development, Language and Child Education	2016
8	Thesis: Interactions and development of oral language in children in daycare: A Historical-Cultural Approach - Arlene Araújo Nogueira	Federal University of Amazonas (UFAM) - Graduate Program in Education - Line of research: Training and Praxis of the Educator in the Face of Amazonian Challenges	2016
9	Dissertation: Oral language of children from zero to three years old: conceptions and practices of early childhood education teachers - Daniela Fernandes Lopes Dornelas	Pontifical Catholic University of Campinas (PUC) - Graduate Program in Education of the Faculty of Education - Line of research: Teacher Training and Pedagogical Practices	2017
10	Dissertation: Pedagogical practice and orality in early childhood education - Jucineide Santana Melo	Federal University of Bahia (UFBA) - Graduate Program in Education - Line of research: Language, Subjectivities and Pedagogical Praxis	2018

11	Thesis: The importance of preschool education for the development of oral and written language: contributions in the light of historical-critical pedagogy and psychology - Maria Cláudia Da Silva Saccomani	Universidade Estadual Paulista (UNESP) - Graduate Program in School Education - Line of research: Pedagogical Theories, Educational Work and Society	2018
12	Dissertation: Orality in practices in early childhood education - Arineyde Maria D'almeida Alves de Oliveira	Federal University of Paraíba (UFPB) – Graduate Program in Linguistics - Line of research: not informed	2019
13	Thesis: Orality in playful practices in Early Childhood Education - Andréia Dutra Escarião	Federal University of Paraíba (UFPB) - Graduate Program in Linguistics - Line of research: Language Acquisition and Linguistic Processing	2019
14	Dissertation: Oral language development of children in early childhood education: pedagogical implications - Ester Fanny Lucas Melo de Deus	University of Uberaba - UNIUBE - Graduate Program in Education - Line of research: Professional Development, Teaching Work and Teaching-Learning Process	2020

Table constructed by the authors from the compilation of studies found in these sources

We found in the scientific productions analyzed, that the pedagogical practice focused on the actions of teachers appears as one of the most studied themes, when it comes to the development of children's oral language in the context of early childhood education. Of the fourteen studies analyzed, seven were dedicated to researching the pedagogical practice of teachers (actions). The other studies investigated the development of children's oral language, based on their different interests, directions and objectives: two researched orality and writing in preschool or daycare; two were dedicated to researching the linguistic interactions of teachers and children and between peers; two investigated the linguistic interaction promoted by triggering activities (by reading practices and/or playful practices); and one was dedicated to investigating planning, evaluation, and records.

In order to meet what was proposed by this article, we selected the studies that addressed the theme of children's oral language development and that contributed in some way to our object of study. Below we describe the main results of the fourteen productions found and the relationships they establish with our study and the demands that remain.

The work of Almeida and Lins (2012) proposed to investigate the relationship between different levels of orality, in the final period of daycare, and the evolution in the oral and written reconstitution of the narrative text at different stages of children's development. For this, the pedagogical practice carried out from the telling and retelling of stories in a dialogical process; telling sporadically and not telling stories, in which the stories were read and the children were asked to retell immediately, followed by the writing of the texts. They concluded that the work with orality should be based on Children's

Literature, not only in Early Childhood Education, but throughout the process of Basic Education due to advances in children's oral and written discursive skills. In addition, they found that cognitive development measured by the ability to reconstruct narratives with a logical-causal chain, both in orality and in writing, is related to the appropriation of the subjects' language and does not depend on the socioeconomic level of the families of the children investigated, but correlated with the pedagogical work of the schools and with the child's uniqueness.

The research of Marques and Branco (2012) contributes to our study, when they theoretically discussed the relevance of intentional work for the development of oral language in early childhood education and followed the course of a continuing education intervention with Early Childhood Education teachers, with the intention of instigating a group of teachers to reflect on their own conceptions of oral language development. In this study, they concluded that oral language is essential in child development, and that the quality of its approach in teaching depends on a conscious and intentional work on the part of the teacher and is related to the historical context of public policies for education, training and organization of the Early Childhood Education teacher's career.

Another work that contributed to our study was the research of Pinho and Bissoli (2013), who sought to understand the relationship between the dialogue established between teachers and children and the development of oral language in the pedagogical practice of the daycare center. The authors presented the teachers' perception of the relevance of pedagogical practices in the development of children's oral language and the need for communication between children and teachers, highlighting the need to enable children to speak in the school context, considering what they say and engaging in dialogical challenges, based on the continuity of the thought presented by them, questioning them and making them reflect more deeply on the topics addressed. In addition, they emphasize the need for educators to deepen their knowledge about the importance of their pedagogical actions in the development of children's language and thinking, enabling a more participatory and relevant communicative space.

Similar to the proposal of the previous study, Costa and Lopes (2014) analyzed contexts/situations of oral language appropriation in infants and children in Early Childhood Education and the role of the other – teachers and other children – in this process. The analysis of the data made it possible to organize into two groups the situations experienced in the nursery in which signs of the emergence of oral language – the role of children and

teachers – are evidenced: 1) Situations triggered by the children themselves: events between the children themselves and events between the children and the teachers; 2) Situations provided by the teachers: events that are part of the routine and events outside the moments of the routine. The authors concluded that there is little investment in oral language. The teachers speak little to the children, they use ready-made phrases, which they repeat every day, and the actions are considered mechanical based on "commands". In addition, they identified that oral language is not yet recognized by Early Childhood Education teachers as a dimension that needs attention, willingness, intentional and systematic investments to be learned and that the conception that language is innate to the subject and that it will develop anyway still prevails.

Although the work of Ramos and Costa (2016) does not focus on the development of children's oral language, this study has some relevance to our research, especially because it is dedicated to investigating the interrelationship between planning, registration and evaluation, with the proposal that these instruments can resignify the teaching practice from a critical and reflective posture of teachers, thus reducing spontaneous practices, making the pedagogical work aimed at the development of children, conscious and intentional and with defined objectives.

Filgueiras and Silva (2016), concluded in their research that the way the teacher organized and planned the teaching strategies, as well as the way she conceives and understands the child, Early Childhood Education and the reading project, were aspects that enabled the development of children's orality, with the active participation of the researchers. The work highlights that the space in the Early Childhood Education school also presents itself as an instrument capable of revealing itself as an educator, since it can contribute significantly to the development of children's oral language. The contribution of this study is to demonstrate that developing teaching strategies that develop children's orality in Early Childhood Education goes beyond planning for children, but thinking and conceiving the child as a protagonist and possessor of various knowledge and languages.

The objective of Paiva and Cruz's (2016) work was to understand the conceptions and get to know the practices and conceptions of three daycare teachers in relation to the development of children's oral language. The research found that the teachers understand the importance of their role in the development of children's oral language, however, only one of them guarantees quality work with this language in their practices with children, two of the teachers do not favor the development of children's oral language in their classes, in

which there are precarious verbal interactions between teacher and children.

The authors identified that teachers do not realize that the development of this language occurs at all times of the routine, even those with greater emphasis on care actions (feeding and hygiene). And they also highlight that the theme of children's oral language development needs a closer look at the training (initial and continued) of teachers, who should also give greater visibility to the specificities of the teaching work with children from zero to three years of age, who live, on a daily basis, a significant portion of time in Early Childhood Education institutions.

Nogueira and Bissoli (2016), sought to understand how oral language development occurs in early childhood in order to qualify the pedagogical work in the daycare center. The researchers identified interactive situations experienced between the children and their teachers that reveal the emergence of oral language in direct communicative interactions: communicative activity whose motives are personal, based on emotional communication; and in the communicative interactions mediated by objects: communicative activity of a practical-situational nature, supported by the manipulation of objects, and noted that the activities proposed by the teachers and the child-child interactions, and adults-child, in the daycare, enhance the children's communicative activity and the development of oral language.

The development of oral language in children from zero to three years of age in Early Childhood Education was the theme of the study by Dornelas and Azevedo (2017), which aimed to know the conceptions and practices of teachers related to the development of oral language. The authors found that the teachers' practices could contribute more to the development of oral language, considering this practice as a mediating element that involves meanings and senses, thus becoming an act of thought, if there were adequate working conditions, as well as an initial training that would provide a theoretical and practical basis directed to the phase with which they work. And they suggest for future research the need to deepen studies in the area of training of Early Childhood Education teachers, highlighting the importance of intentional pedagogical action with regard to the development of oral language, especially those who work with children from zero to three years old, in addition to reinforcing the need for initial training that meets the specificities of teaching for this age group.

Pedagogical practice and orality in early childhood education correspond to the object of study of the work of Melo and Muniz (2018), which aimed to discuss pedagogical

practice and orality in Early Childhood Education classes with five-year-old children. The discussion of this work is in the way in which pedagogical practice raises oral expression in Early Childhood Education, mainly because it considers orality as a structuring axis for the construction of knowledge, based on classroom experiences, mediated by the teacher. The results suggest rethinking the pedagogical practice and oral expression in Early Childhood Education, in a dialogical relationship, triggering significant contributions in classroom planning, and highlight the importance of teacher mediation, so that children are valued and listened to, in the construction of a pedagogical/dialogical practice.

Anchored in historical-cultural psychology and historical-critical pedagogy, the theoretical-conceptual study by Saccomani and Duarte (2018) addressed the social nature of the development of the preschool child's conscious relationship with language. The thesis aimed to contribute to the pedagogical planning in pre-school education with a view to the teaching of the Portuguese language, from the essential contents that focus on the development of phonemic awareness. The authors point out that the development of qualitatively higher levels in the child's relationship with the mother tongue will depend on the way in which the teacher will work with the contents at each moment of child development. They consider that pedagogical actions should be intentionally directed in order to boost the construction of increasingly conscious and voluntary relationships between the child and language. The contribution of this work is to subsidize the pedagogical practice of Early Childhood Education teachers, so that the theory can become an instrument for the teacher to analyze, plan and organize his teaching practice with a view to the maximum development of oral language, according to the specificities of the age group.

We also find works in the area of Linguistics from an interactionist perspective. Among them, we highlight the thesis of Escarião and Faria (2019), who aimed to understand how playfulness, present in school practices, helps to develop the orality of children in the language acquisition phase - in the range of 2 to 3 years old, enrolled in Early Childhood Education. Scenes of games, recorded in different situations in the school routine, were analyzed. The analyses pointed to the role of play as a driving force for the development of speech, also proving the relevant role of storytelling in this process. It evidenced orality as an interactive social practice, which is presented in the form of different genres, and the school has the role of creating, based on pedagogical planning, actions that favor the use of oral language and, in the case of Early Childhood Education,

that are through playful activities.

In another work in the area of Linguistics, we highlight the dissertation of Oliveira and Faria (2019), who investigated how orality is worked in the learning environment of early childhood education, based on the National Curriculum Reference for Early Childhood Education – RCNEI (1998) and its reflections on the National Common Curricular Base – BNCC (2017), with the proposal to verify whether pedagogical practices enable the development of children's oral language, as well as to know the teacher's conception about the teaching of orality in Early Childhood Education. The research showed that the work with oral language, despite being contemplated through activities, requires the teacher to plan the pedagogical action that allows structuring systematic activities on oral genres that enable children to act linguistically in a proficient way in different communication situations.

The development of oral language in children in early childhood education was the object of study in the work of Deus and Freire (2020), which aimed to analyze how teachers understand the issue of oral language development within early childhood education and its pedagogical implications in educational practice.

In this study, they concluded that teachers carry out activities aimed at the development of oral language within early childhood education, often occasionally, without little or no knowledge of how the process of oral language development takes place, and the way they are carried out, are not related to any theoretical conception. The research highlights the need to expand the possibilities related to the training processes of teachers who work in early childhood education and hopes to contribute to the study of teachers on the development of oral language and to the enrichment of pedagogical practices in the context of early childhood education.

DISCUSSION

We identified in our analysis that of the fourteen selected researches, four are theses and ten are dissertations. Among these, the largest concentration of productions that investigated the oral language of children, twelve were carried out by Graduate Programs in Education, and two in Graduate Programs in Linguistics, and we did not find work in the area of Psychology. However, the researches found in Graduate Programs in Psychology, most of them emphasize the development of oral language in the family context, in the linguistic interaction with parents, therefore, were not selected for analysis.

The areas of concentration of the productions found in the different institutions that addressed this theme, two come from the Graduate Programs of the North Region, one from the South Region, one from the Midwest, seven from the Northeast Region and three from the Southeast Region.

Except for one that we did not identify, the other studies mentioned above, four have as theoretical foundation the interactionist perspective, three socio-interactionist and six historical-cultural psychology and historical-critical pedagogy. We emphasize this last data, because we identified that the interest in this theoretical framework was based on the contact with Psychology disciplines of the Graduate courses.

We also emphasize that, even using the descriptors that directed to the area of Education, we found a significant portion of research concentrated in the area of health and in the area of Social Assistance, perhaps this data was found, because until very recently and still in some regions of our country, social assistance is/or continues to be responsible for Early Childhood Education. However, for this research, we selected only the studies that contemplate the areas of knowledge of Education, Linguistics, and Psychology; this is justified due to the specificities and relationships that these areas establish with the object of study in question and the contributions to the pedagogical field.

It is worth mentioning that we found research that could contribute to ours, but that were not included because they were not available *online*, we only had access to the titles. In addition, it is important to highlight that during the survey of scientific productions, we found a significant amount of studies resulting from undergraduate course completion works, mainly from the courses in Pedagogy and Lato *Sensu Graduate courses* in the area of Education that addressed the theme of oral language in the context of Early Childhood Education. Although these works were not selected, we sought to identify in them the interest in the theme under study, and we evidenced that, from the professional experiences during their work as Early Childhood Education teachers or as pedagogical coordinators, they observed that at this stage of school education, there is little space for the promotion of oral language and the practices did not have a pedagogical intentionality to the stimuli to advance and overcome the immediacy of the child in terms of language development.

Thus, we highlight that not all teachers working in Early Childhood Education have advanced their studies at the *stricto sensu* graduate level or have continued to investigate this theme. This caught our attention, and made us question that, despite perceiving the

existence of problems related to the development of oral language and the importance of adequate pedagogical practices for this purpose, many did not continue researching the theme, which may be related to the training conditions of teachers, the need to be in the job market or even the importance given to the theme and research.

In addition, we identified a smaller number of doctoral theses and more master's research, which configures the beginning of exploratory studies on the subject, and of these, only two continued their research emphasizing as an object of study, the teacher identity in early childhood education.

Regarding the amount of doctoral research, our analysis indicates that a good part of the scientific productions interested in Early Childhood Education is focused on the preschool period, on learning and teaching writing, in a period when the child's orality should already be more developed, which does not always occur, and few are interested in the development of the child. of oral language. This reality may be related to the fact that there is a conception that preschool is a space of preparation for entry into Elementary School, in which the learning of writing is privileged to the detriment of orality, in an erroneous conception that speech does not need to be learned, and that this development of it could increase the conditions for learning written language. Thus, oral language is not seen as an object of development that involves teaching and reflection.

This systematization served to establish relationships between the studies and allowed us to verify that, although some studies are close to what we intend to investigate, we found few studies concerned with the development of oral language in children from approximately two to three years of age, and even more, that focus on the pedagogical work involved in this learning.

We also identified that not all research privileges the linguistic interactions established between children and adults (teachers) with children as strategies for learning and development of oral language. In addition, we noticed that research is more concerned with the teaching of writing, with older children in whom orality may already be more developed.

CONCLUSION

This work served as a basis for synthesizing and systematizing national scientific productions on the development of children's oral language, as well as may guide the development of other research projects, whether master's or doctoral degrees, to be

carried out in our country.

The research that addressed the development of children's oral language has generated discussions in different areas of knowledge and with different theoretical perspectives, and even with the contributions and advances of the theme in the scientific area, the number of fourteen scientific productions seemed to us to be inexpressive, especially for a period of 10 years.

The scientific productions found had oral language as their central theme, but when it comes to research involving the linguistic interactions that occur between teachers and very young children in Early Childhood Education, and whose pedagogical work is committed to the development of oral language, the number of studies is scarce, which reveals that there are still a number of questions to be investigated on this theme that is still very incipient in our country.

In summary, it is relevant to emphasize that the results of this study are not comprehensive enough to exhaust all the issues related to the construction of children's oral language. Therefore, it is expected that from the systematization of these scientific productions they can arouse the interest of other researchers in deepening knowledge about the development of children's oral language, so that other perspectives can contribute to scientific knowledge, especially those interested in children's language.

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