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**THE RELATIONSHIP BETWEEN MEDIA EXPOSURE AND
RECEPTIVE LANGUAGE DEVELOPMENT IN EARLY
CHILDHOOD: THE ROLE OF SOCIAL INTERACTION**

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ABSTRACT

THE RELATIONSHIP BETWEEN MEDIA EXPOSURE AND RECEPTIVE LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD: THE ROLE OF SOCIAL INTERACTION

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This study includes experimental research with a pre-test and post-test design that investigates the effect of media content on preschool children's receptive language scores. further examines the role of parental mediation in media consumption. Considering the COVID-19 pandemic has determined the important future role of digital media, it is important to investigate media use and other accompanying factors. Technology is an integral part of our lives. We must learn how to live with technology and mediate its use by children.

Data were collected from a total of 60 child-parent dyads, aged 36–72 months, from three different kindergartens. Sesame Street was chosen for the educational content, and Pj masks was chosen for the recreational content. The Peabody Picture-Vocabulary Test (PPVT) was used to determine the receptive language levels of the children. The Ankara Developmental Screening Inventory (AGTE) was used to control the place of language-cognitive scores on the developmental test, and the Early Childhood Parental Media Mediation Scale was used to obtain information about parents' media mediation.

For receptive language scores, there was a significant increase between the pre-test and post-test of the children who watched Sesame Street. Contrary to expectations, a significant increase was found between the pre-test and post-test results of the children who followed Pj masks. Further, children who watched Sesame Street had significantly higher receptive language scores in the post-test than children who watched Pj masks.

Also, it has been found that there is an interaction between parental mediation and measurement. That is, while parental mediation was not effective on educational content, it was found to be significantly effective on recreational content. In the absence of parental mediation, the importance of the content emerges. Also, when there is no educational content, parental mediation is more important. A possible explanation may be that, due to the rich structure of the educational content, sufficient support for the receiving language can already be provided, and parental mediation becomes more important in non-educational content. For language-cognitive post-test scores, there was no significant difference between the contents and parental mediation.

keywords: parental mediation, media consumption, preschool period

ÖZ

ERKEN ÇOCUKLUKTA MEDYAYA MARUZ KALMA VE ALICI DİL GELİŞİMİ ARASINDAKİ İLİŞKİ: SOSYAL ETKİLEŞİMİN ROLÜ

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Bu çalışma, okul öncesi dönem çocuklarına yönelik medya içeriğinin alıcı dil puanları üzerindeki etkisini araştıran ön test ve son test tasarımına sahip deneysel bir araştırmayı içermektedir. Ayrıca, medya tüketiminde ebeveyn etkileşiminin rolünü de inceler. COVID-19 pandemisinin dijital medyanın gelecekte sahip olacağı önemli rolü belirlemesi göz önünde bulundurarak, medya kullanımı ve eşlik eden diğer faktörlerin araştırılması önem taşımaktadır. Teknoloji hayatımızın ayrılmaz bir parçasıdır; onunla nasıl yaşayacağımızı öğrenmeli ve çocuklar tarafından kullanılmasına aracılık etmeliyiz.

Veriler üç ayrı anaokulundan 36-72 ay arası toplamda 60 çocuk-ebeveyn ikilisinden toplanmıştır. Program olarak eğitici içerik için Susam Sokağı, eğitim dışı içerik için Pijamaskeliler seçilmiştir. Çocukların alıcı dil düzeylerini belirlemek için Peabody Resim-Kelime Testi kullanılmıştır. Dil-bilişsel skorlarının gelişim testi üzerindeki yerini de kontrol etmek amacıyla Ankara Gelişim Tarama Envanteri (AGTE) ve ebeveynlerin medya aracılığı hakkında bilgi almak için Erken Çocukluk Ebeveyn Medya Aracılık Ölçeği kullanılmıştır.

Alıcı dil puanları açısından, Susam Sokağı izleyen çocukların ön test ile son test arasında anlamlı bir skor artışı olmuştur. Beklenenin aksine, Pijamaskeliler izleyen çocukların ön test ve son test sonuçları arasında da anlamlı bir artış bulundu. Ayrıca, Susam Sokağı izleyen çocukların son testte alıcı dil puanları, Pijamaskeliler izleyen çocuklara göre anlamlı ölçüde daha yüksekti. Ek olarak, ebeveyn aracılığı ile ölçüm

zamanı arasında etkileşim olduğu bulunmuştur. Bir başka deyişle, ebeveyn aracılığı eğitim içeriği üzerinde etkili olmazken, eğlence içeriği üzerinde anlamlı düzeyde etkili bulunmuştur. Ebeveyn aracılığının olmadığı durumlarda içeriğin önemi ortaya çıkmaktadır. Ayrıca eğitim içeriği olmadığında ebeveyn aracılığı daha önemlidir. Olası bir açıklama, eğitim içeriğinin zengin yapısı nedeniyle, alıcı dil için yeterli desteğin zaten sağlanabilmesi ve eğitim dışı bir içerikte ebeveyn aracılığının daha önemli hale gelmesi olabilir. Dil-bilişsel son test puanları için ise, içerik ve ebeveyn arabuluculuğu açısından anlamlı bir fark bulunmamıştır.

Anahtar kelimeler: ebeveyn aracılığı, medya kullanımı, okul öncesi dönem



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Sena İrem Taştabanoglu

İzmir, 2023

TEXT OF OATH

I declare and honestly confirm that my study, titled “THE RELATIONSHIP BETWEEN MEDIA EXPOSURE AND RECEPTIVE LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD: THE ROLE OF SOCIAL INTERACTION”, and presented as a Master’s Thesis, has been written without applying to any assistance inconsistent with scientific ethics and traditions. I declare, to the best of my knowledge and belief, that all content and ideas drawn directly or indirectly from external sources are indicated in the text and listed in the list of references.

Sena İrem Taştanoğlu

May 2023

TABLE OF CONTENTS

ABSTRACT	v
ÖZ	ix
ACKNOWLEDGEMENTS.....	xiii
TEXT OF OATH	xv
TABLE OF CONTENTS	xvii
LIST OF FIGURES	xxv
LIST OF TABLES	xxvii
ABBREVIATIONS	xxix
CHAPTER 1 INTRODUCTION	1
1.1. Overview	1
CHAPTER 2 LITERATURE REVIEW.....	5
2.1. Technology Use in Preschool Period.....	5
2.2. Development	10
2.2.1. Development in Preschool Period.....	10
2.3. Language.....	11
2.3.1. Expressive Language	11
2.3.2. Receptive Language.....	11
2.3.3. Language Acquisition.....	12
2.3.3.1. Genetic Factors	13
2.3.3.2. Environmental Factors	14
2.3.3.2.1. Importance of Technology on Language Development	18
2.4. Parental Mediation	20
2.4.1. Active Mediation	25
2.4.2. Restricted Mediation	26
2.4.3. Co-viewing	27
2.5. Media Content.....	27
2.5.1. Educational Content.....	29
2.5.2. Recreational Content.....	32
2.6. Present Study	33

CHAPTER 3 METHOD.....	37
3.1. Design.....	37
3.2. Participants	37
3.3. Materials	38
3.3.1. Peabody Picture-Vocabulary Test (PPTV).....	38
3.3.2. Early Childhood Parental Media Mediation Scale (ECPMMS)	39
3.3.3. Ankara Gelişim Tarama Envanteri (AGTE).....	40
3.4. Stimuli	40
3.4.1. Sesame Street.....	40
3.4.2. Pj masks.....	44
3.4.3. Instructions	46
3.5. Procedure.....	46
3.6. Statistical Procedure and Data Analysis	48
3.7. Pre-Analyses	49
3.7.1. Peabody Picture-Vocabulary Test (PPTV).....	49
3.7.2. Early Childhood Parental Media Mediation Scale (ECPMMS)	49
3.7.2.1. Content	49
3.7.2.2. Parental Mediation	49
CHAPTER 4 RESULTS	51
4.1. Descriptive Statistics and Normality Tests	51
4.1.1. Descriptive Statistics	51
4.1.1.1. Peabody Picture-Vocabulary Test (PPTV).....	51
4.1.1.2. Ankara Gelişim Tarama Envanteri (AGTE).....	52
4.1.1.3. Early Childhood Parental Media Mediation Scale	54
4.1.2. Normality Tests	54
4.1.2.1. Peabody Picture-Vocabulary Test (PPTV).....	54
4.1.2.2. Ankara Gelişim Tarama Envanteri (AGTE)	55
4.1.2.3. Early Childhood Parental Media Mediation Scale	55
4.2. Peabody Picture-Vocabulary Test (PPTV)	56
4.2.1. General Findings	56

4.2.2. Measurement: Sesame Street	57
4.2.3. Measurement: Pj masks	58
4.2.4. Content	59
4.2.5. Parental Mediation	60
4.3. Ankara Gelişim Tarama Envanteri (AGTE)	61
4.3.1. Content	61
4.3.2. Parental Mediation	61
CHAPTER 5 DISCUSSION	63
5.1. Summary and Discussion of Results	63
5.2. Other Possible Explanations for Results	68
5.2.1. Social Environment and Interactions	68
5.2.1.1. Education Level	68
5.2.1.2. Socioeconomic Status	68
5.2.1.3. Preschool	69
5.2.2. Gender of the Child	69
5.2.3. Number of Siblings	69
5.3. Methodological Considerations and Limitations	70
5.4. Conclusion	72
REFERENCES	74
APPENDIX 1 – Peabody Picture-Vocabulary Test (PPTV)	115
APPENDIX 2 – The Permission Letter of Early Childhood Parental Mediation Scale	119
APPENDIX 3 – Early Childhood Parental Media Mediation Scale	121
APPENDIX 4 – Instructions for Educational Content	123
APPENDIX 5 – Instructions for Recreational Content	127
APPENDIX 6 – Ethical Approval	129

APPENDIX 7 – The Letter to Introduce the Study to the Parents	135
APPENDIX 8 – Informed Consent for the Educational Group with Interaction	137
APPENDIX 9 – Informed Consent for the Educational Group without Interaction	139
APPENDIX 10 – Informed Consent for the Recreational Group with Interaction	141
APPENDIX 11 – Informed Consent for the Recreational Group without Interaction	143
APPENDIX 12 – Drive Links for Educational Content.....	145
APPENDIX 13 – Drive Links for Recreational Content.....	147



LIST OF FIGURES

Figure 3.1. A Scene from Sesame Street's Educational Episodes, Episode 2.	42
Figure 3.2. A Neighborhood Scene on Sesame Street, Episode 1 (a) and Episode 8 (b)	43
Figure 3.3. The Main Characters before they Transform	45
Figure 3.4. Characters that Pj masks Transform into as they Fight Evil, Season 2	
Episode 1(a) and (b).	45
Figure 3.5. The difference between Sesame Street Pre-Test and Pj masks Pre-Test	49
Figure 4.1. General Findings of the Experiment.....	56
Figure 4.2. Measurement and Parental Mediation	56
Figure 4.3. Receptive Language Pre-and-Post-Test Scores for Sesame Street	57
Figure 4.4. Receptive Language Pre-and-Post-Test Scores for Pj masks.....	58
Figure 4.5. Receptive Language Post-Test Scores for Sesame Street and Pj masks	59
Figure 4.6 Receptive Language Post-Test Scores of Pj masks and Sesame Street for Parental Mediation.....	60

LIST OF TABLES

Table 3. 1. The Distributions of Gender in Each Group	38
Table 4. 1. Descriptive Statistics of Peabody Picture-Vocabulary Test for Pre-Test	51
Table 4. 2. Descriptive Statistics of Peabody Picture-Vocabulary Test for Post-Test.....	52
Table 4. 3. Descriptive Statistics of Ankara Gelişim Tarama Envanteri for Pre-Test	52
Table 4. 4. Descriptive Statistics of Ankara Gelişim Tarama Envanteri for Post-Test	53
Table 4. 5. Descriptive Statistics of Early Childhood Parental Media Mediation Scale	54



ABBREVIATIONS

COVID-19 Coronavirus Disease

PPTV Peabody Picture Vocabulary Test

AGTE Ankara Gelişim Tarama Envanteri

AAP American Academy of Pediatrics

ZPD Zone of Proximal Development

LAD Language Acquisition Device

ADL Actual Developmental Level

PDL Potential Developmental Level

MKO More Knowledgeable Other

CHAPTER 1

INTRODUCTION

1.1. Overview

Technology has made human life easier and has become an unchangeable part of our lives (Horzum et al., 2014). Today, it is not possible to stay out of rapidly developing technology. There has been media use that affects the daily lives of many because of its diversity (Ofli et al., 2021). Computers, smartphones, and tablets are tools that exist in the world of technology and can offer many services to people, such as playing games, watching videos, and using educational applications. Children who see smart devices that are constantly present in the lives of adults also find themselves in this world. Especially, children born into the age of digital media are ‘digital natives’ (Prensky, 2001), as they have been exposed to the digital world from birth (Brito et al., 2017). Therefore, it is inevitable that children will not participate in a technological age that affects society greatly.

In addition, technology has taken on the most critical role while adapting to the new normal. As known, reducing physical contact has been the most common approach to containing the spread of coronavirus disease (COVID-19) (Bonal & Gonzalez, 2020). In this period, children's relationships with digital media have come to the fore again (Kaya et al., 2022). Especially, smart devices are preferred as a means of saving time for families who usually spend their time at home during the COVID-19 pandemic. Research shows that family trust in digital technologies has increased during the pandemic (Sciacca et al., 2022). It made possible distance learning and working; thus, technology proved to be a useful tool.

Furthermore, the preschool period is the most intense era of human development in terms of speed and quality. The process, which starts at birth, is extremely important in terms of physical, mental, language, social, and emotional development, and features that determine the future are acquired (Ünal Gürocak, 2007). Reid Chassiakos et al. (2016) indicate that excessive media use in early childhood harms development

in general, especially language development. Considering that the foundations of the child's language development were also laid in this critical period (Hamarat, 2019), the use of media was evaluated by emphasizing the cases where the child's receptive language development was affected.

As technology has become an increasingly common aspect of modern life, an important factor in determining its impact on early childhood has come to the fore: parental mediation. In studies, parental mediation is broadly defined as parental supervision of content for children. Recent studies show that the use of digital media under parental control can yield positive results, whereas the child's development can be adversely affected when there is no parental control (Güngör, 2014). As technology advances, the American Academy of Pediatrics (AAP) updates its guidelines over time. Although the definition of media in 2011 has changed, the AAP has insisted that screens have no cognitive benefit for children under 24 months of age. In 2018, tips were published, such as emphasizing the importance of co-viewing to guide parents in the use of technology by their children and avoiding time constraints (Beatty & Egan, 2020).

As the previous studies on the use of smart devices are examined, it is seen that these studies are mostly conducted on primary, secondary, and high school students and adults (Noyan et al., 2015). In studies conducted with preschool children and their parents, the use of smart devices was handled alone or based on parental views (Tokel et al., 2013). For this reason, it is thought that investigating the impact of smart device-provided content on language development, is becoming more and more widespread today and has many effects on individuals.

In this study, the development of the receptive language of children aged 3-6 while watching educational or recreational content, with or without parental mediation, provided by the families of children studying in three preschool education institutions selected through accessible sampling in the province of Izmir, was evaluated. It is thought that it is important to examine the relationship between the content watched by children and their vocabulary acquisition in the preschool period, when environmental stimuli are critical for language development, and the effect of parental attitudes on this relationship. Considering that technology is presented to children from childhood on, and there is also an unclear excessive media exposure during the early childhood period in Turkey (Tezol et al., 2022), it is important to discuss how it can

be used for the benefit of the child. Thus, the research is considered outstanding in terms of creating a data source for educators and researchers.

The theoretical framework of the problem, expressed as the position of social interaction in early childhood for media exposure and receptive language development, is presented below.



CHAPTER 2

LITERATURE REVIEW

2.1. Technology use in Preschool Period

Today, the term technology has lost its original meaning. It is increasingly being used to refer to various electronic devices such as computers, tablets, and smart phones (Bergen, 2008). For example, the AAP definition of 'media' was updated in 2011 to include "television programs, pre-recorded videos, web-based programming, and DVDs viewed on either traditional or new screen technologies" (Brown, 2011, p. 1041). This also shows that children will inevitably grow up in the digital age, surrounded by rich multimedia stimuli (Taylor et al., 2017).

Children who are introduced to digital devices such as smart phones and tablets at a young age can integrate technology into their social lives, communication, and learning (İnci & Kandır, 2017). General Directorate of Public Health (2018) recommends "zero screen time for children younger than 2 years; not more than 1 hour per day for those aged 2-5 years; and not more than 2 hours per day for those aged 5-11 years" (Çelik et al., 2021, p. 344). According to data from the EU Kids Online project, however, children's media use begins at a very young age. The majority of children aged 0 to 2 listen to books and audio recordings; 1-year-old children watch television and videos on a daily basis and frequently use media in the presence of their families or other adults.

Information and communication technology advancements have a significant impact on our daily lives. In response to these changes, a new media consumption process has emerged, particularly for children and the young generation (Yılmaz Güntay, 2019). Families report that their one-year-old children use technology as well (Mifsud & Petrova, 2017). In 1970, the average age at which a child first watches television was four years old, while it was four months old in 2012 (Gerwin et al., 2018). They are media's 'early adopters' (Tufte, 2004, p. 69). According to a Chilean study on media use by children aged 2 to 5, the three main activities that families and children engage in are eating, talking, and watching television. In addition to the study's findings, the researchers emphasize that television viewing activity plays an important role in daily

life (Sooryamoorthy, 2014).

Children today are surrounded by ubiquitous technology which was not available until 5 years ago. While well-designed apps can alter many aspects of adults' daily lives, their impact on children can be even greater (Hirsh-Pasek et al., 2015). As screen media options have multiplied, very young children have become casual users of a variety of technologies (Common Sense Media, 2015). At an increasingly early age, children are exposed to various media tools (Zaman & Mifsud, 2017). That is, parents state that even one-year-olds use digital technology (Mifsud & Petrova, 2017). The media targets the very young; there are the first TV shows targeting 12-month-olds and DVDs targeting 1 to 18-month-olds (Wartella et al., 2005).

Along with technological advancements, studies of media use and children's screen exposure emphasize the importance of considering media other than television (Brito et al., 2017). Rather than having a television set in a fixed position in the house, it seems to indicate that each family member has their own technological device (Eastin et al., 2006). A large-scale survey of preschool-aged children in the United Kingdom found that an increasing number of children prefer to listen a bedtime story on their tablet rather than from their caregiver (Vulchanova et al., 2017).

Nowadays, it is impossible to predict how much children's daily access to technology has increased. Even between 2011 and 2013, parent reports show that children aged 0-8 had 52% more access to mobile devices (Rideout, 2013). In the App Store, the preschool/toddler is the most favored age category with 58%, while applications designed for adults lag behind by 20% (The Joan Ganz Cooney Center, 2012). In the same vein, another study shows that more than half of children under the age of eight regularly access mobile devices in their homes (Rideout, 2011). In Turkey, according to the findings of a study on media use by children aged 2-6, 102 children used at least one technological device and spent an hour or more during the day (Gündoğdu et al., 2016).

For instance, more than 1000 applications have been developed targeting early childhood (Holloway et al., 2013). Even 2-3-year-olds can use them without parental supervision; once on YouTube via a tablet, computer, or smartphone, children can easily move on to the next video via the suggestions list (Buzzi, 2011). While Australian children under the age of five spent less than 30 minutes per day using

computers and touch screens in 2011 (Australian Government: Department of Health and Aging, 2021), this time increased to an average of 79 minutes in 2015 (Marsh et al., 2018). Furthermore, touchscreen use among American preschool children increased from 10% to 38% between 2011 and 2013, while TV viewing time decreased from 79% to 63% (Rideout, 2011; 2013). In addition, between 2010 and 2012, the number of 3-year-olds with access to digital technologies such as tablets, phones, and the internet increased in four European countries (England, Greece, Malta, and Luxembourg), according to a study conducted in four European countries (England, Greece, Malta, and Luxembourg).

Today, there is at least one mobile phone and one television in every home in the world (Roberts & Foehr, 2008) and in Turkey (Turkish Statistical Institute, 2020). Thus, the media has become a part of the child's immediate environment, having a significant impact (S. Al-Harbi, 2015). Overall, as technology has advanced in recent years, the use of the internet and smartphones in daily life has increased rapidly. Smartphones and tablets can be found in family settings, public transportation vehicles, shopping malls, and even in the hands of children in strollers (Yıldırım, 2021). While there are undoubtedly benefits to introducing technology to young children, there are also potential risks and challenges to consider.

On the one hand, technology can provide new opportunities for early childhood learning and development. A growing body of research has shed light on how media can be used to promote learning (Barr et al., 2020). According to Topakkaya (2019), media tools can help children's cognitive, social, language, and psychomotor development if they are used appropriately for the duration, content, and age of the children. Furthermore, studies show that children learn a variety of mental skills from television. It has been observed that children who watch programs, particularly during the preschool period, have greater adjective, verb, noun, and vocabulary knowledge (Büyükbaykal, 2012). Furthermore, studies have shown that age-appropriate education programs contribute to early literacy and language skills (Linebarger & Vaala, 2010).

As smart devices become more popular among young children and are promoted and marketed, they may be an effective learning resource. Simultaneously, it is stated that these smart resources are the most important candidates for children's success (Yelland, 2007). These new technologies, in particular, rethink the game and provide additional opportunities for children by connecting with many learning areas

(Broadhead et al., 2010), encouraging creative play (Plowman et al., 2012), and assisting children in playing and managing (Plowman & Stephen, 2005).

On the contrary, since technology provides many opportunities, it coincides with a critical age period for children; because their brains are very flexible, new connections between neurons frequently form and existing ones strengthen (Blanchard & Moore, 2010). The AAP Council on Communications and Media recommended that children not be exposed to media before the age of 18 months. Furthermore, it was argued that children aged 2 to 5 should have no more than one hour of screen time per day (Reid Chassiakos et al., 2016).

In today's world, it is frequently mentioned that most people are under the influence of mass media (Demir, 2019). The media's influence has risen to the ranks of social variables influencing a child's development (Dilek Ertürk, 2011). Children are the group most influenced by mass media because they internalize the information they are exposed to without question (Demir, 2019).

The use of technology may have an indirect impact on the child's well-being. According to studies, even when educational tools such as smartphones, computers, and televisions are used, they cannot replace a printed book that appeals to children (Roseberry et al., 2009; Swertz, 2000). McDaniel and Radesky (2017) used the term 'technofence' to describe how technology inhibits parent-child relationships and how this may be related to a decrease in the quality of family interaction. These interruptions can be at mealtime or playtime, which impede face-to-face communication.

As this situation has gradually increased in recent years, researchers have begun to examine the negative effects of the Internet on children. As a result, it has been stated that the uncontrolled use of media tools causes numerous difficulties. According to the UK Health and Social Care Information Center, when preschool children use digital technology such as mobile phones and tablets for more than one hour, they are at risk of developing sleep disorders, obesity, neck hernias, and mental problems (Hosie, 2018).

Furthermore, early exposure to technological devices and excessive time spent with them have a negative impact on their cognitive functions (Nathanson et al., 2013). Excessive television viewing (2-3 hours/day) in early childhood, for example, has been

linked to attention deficit hyperactivity disorder (ADHD) in the early school years (Reid Chassiakos et al., 2016). Similarly, children who watch 2-4 hour in a day are hindered in their other activities, remain inactive, and struggle to communicate with other children (Büyükbaykal, 2007).

Researching the effects of screen-based media use on early childhood development, Pınar et al. (2018) found that there has been a dramatic increase in screen-based media use, including in different age ranges, in the last few years. They stated that excessive and uncontrolled use of technological tools such as smartphones, tablets, or computers causes some health problems. Also, decreased attention quality, delayed language skills, and problems in executive functions (lack of impulse control, deterioration in emotional processes, etc.) were associated with increased screen time (Kostyrka-Allchorne et al., 2017).

To summarize, preschoolers encounter television for the first time and begin using computers, mobile phones, and the internet together. Television's positive and negative effects are at their peak during the preschool years (Ünal & Durualp, 2012). As a result, it is critical that the programs watched are appropriate for the child's age and developmental level, and that they are monitored under the supervision of the parents (Arslan et al., 2006).

2.2. Development

Development can be defined as a forward-thinking, sequential, and dynamic process that begins at birth and continues throughout life, gradually increasing in terms of physical, cognitive, emotional, and social aspects (Yavuzer, 2003). It starts before birth and accelerates during the first six years of life. During this time, children learn important skills and lay the groundwork for their future (Hamarat, 2019). The advancements made during this period are critical for the coming years (Köksal, 2003). That is, it has a significant impact on developmental milestones, and the character's foundation begins to form (Trawick-Smith, 2014). Characteristics acquired during this period may be permanent for the individual (Girgin, 2020).

2.2.1. Development in Preschool Period

Preschool is a critical developmental stage in which children make rapid progress in all areas (Oruç et al., 2011). Many experts agree that children's minds are most open to learning between the ages of 1-6 (Koç Çilekçiler & Akça, 2019). The quality of the experiences that children gain at this age has a significant impact on their later learning (Senemoğlu, 1989). It is an important time for development in a number of key areas. Preschoolers, for example, are developing critical cognitive skills such as memory, attention, and problem-solving abilities. They also begin to develop a sense of right and wrong, learning to follow rules and understand the consequences of their actions. Furthermore, they learn skills such as emotion regulation, forming relationships with peers and adults, and developing empathy.

A paper of the National Research Council's Report Review Committee (2015) provides a comprehensive overview of the importance of the early years and the need for high-quality care and education for young children, including those in preschool. The importance of responsive caregiving, language-rich environments, and developmentally appropriate curricula in supporting early childhood development is emphasized in the report. Furthermore, it emphasizes the significance of early experiences and environments in shaping the developing brain.

The preschool period, in particular, is critical for the development of early literacy (Lonigan et al., 2004). During this time, basic literacy skills are developed. These include detecting similarities between spoken and written words (Adams, 1990),

determining the direction of a writing script, and early writing experiences, such as writing one's own name (Storch & Whitehurst, 2002).

2.3. Language

Language is a tool that people use to communicate with one another. It is the most important distinction between humans and other living things (Kol, 2011). It is the most effective and natural tool for interacting with other people (Ergin, 1992; Koç, 2009). It is necessary for communicating with others, and the development of this skill leads to social advancement (Duff & Tomblin, 2018). That is, it assembles meaningful words to ensure the transfer of feelings and thoughts as well as interpersonal communication (Temel et al., 2014). Furthermore, elements of language acquisition provide guidance on the child's development (Conti-Ramsden & Durkin, 2012).

The linguistic ability to be mentioned is divided into two parts: expressive and receptive languages.

2.3.1. Expressive Language

The expression of sensory and motor nerve functions (e.g., breathing, vocalization, resonance, articulation mechanisms) and mental concepts through a sound image is defined as expressive language (Karacan, 2000, p. 263). These skills include the ability to express thoughts in words and sentences that adhere to grammatical rules. It is more related to the language's "output" section. It determines how people will express their needs, feelings, and thoughts, as well as the words, sentences, and word structures they will use (Kocabıyık, 2015).

2.3.2. Receptive Language

The ability to understand and process language input, known as receptive language, is an important component of early childhood development. It is defined as receiving and comprehending verbal stimuli via a sensory-neural network and auditory-perceptual processes (Karacan, 2000, p. 263). Understanding the language you hear and read is one of these abilities. It is more related to the language's "input" part. Individuals typically develop receptive language skills first; language is first understood, analyzed, and assimilated, and thus these skills develop before beginning to express themselves (Kocabıyık, 2015).

According to research, receptive language comes before expressive language in early childhood (Gershkoff-Stowe & Hahn, 2013). Children begin to produce their first words between the ages of six and ten months, and in the meantime, they understand more words than they produce. Gestures, facial expressions, and movements accompanying the situational words help children understand the words more easily (Çetinkaya, 2007).

The individual's receptive language level is defined as vocabulary, and it is critical for effective language use. Vocabulary, for example, helps with processes like thinking, questioning, associating, learning, and telling (Güneş, 2013). At the same time, children with poor receptive language skills are more likely to be unprepared for school and to struggle with their academic development (National Institute of Child Health and Human Development, 2006). For example, early vocabulary development has a significant impact on a child's academic performance throughout his or her life (Williford et al., 2013).

2.3.3. Language Acquisition

Language development is a lifelong process that begins at birth and continues throughout life (Mesleki Eğitim ve Öğretim Sisteminin Güçlendirilmesi Projesi, 2009). Infants can distinguish between sounds soon after birth (McMurray & Aslin, 2005). The findings of current research on language acquisition and development agree that the first ten years of life, or the preschool years, are critical periods in language development (Ünal Gürocak, 2007). It can be defined as the process that begins with children imitating the sounds, they hear around them from birth and progresses to words, sentences, and grammar (Özkılıç Kabul, 2019).

One of the most important developmental tasks for children during the preschool years is learning a language (Conti-Ramsden & Durkin, 2012). It is a significant milestone (Ritonga & Sofyani, 2018) and one of the most impressive and remarkable areas of development. It includes the development of a baby who cries out his or her wants and needs into a child who sings, laughs, and asks questions (Aslan, 2019). Language development during these years begins with listening and speaking, followed by reading and writing (Chairilsyah, 2022).

The child goes through different stages of language development, understanding and speaking the language. It is clear that they enjoy sound production with baby voice

games between the ages of six weeks and three months, which is determined as the vocalization period. Between three and six months, babies begin to make lip sounds like b-m-p, which is known as the babbling period. Between the ages of six and nine months, the baby's sounds change from syllable-to-syllable repetition. The prelinguistic period comes to an end with the first word.

Repeated and varied murmuring is observed during the one-word period (9-12 months). Children say their first words between the ages of 12 and 18 months. Multi-word conversations begin to form around their second birthday, and the foundation of grammar is seen (Schipke & Kauschke, 2011). That is, between the ages of 18 and 24 months, children form two- and three-word combinations by arranging single words one after the other. Grammatical ability and vocabulary develop the fastest between the ages of two and three. Most children learn the basic structures of their mother tongue between the ages of three and four. It is possible to see the past, present, and future tenses. By the age of four or five, most children have mastered the grammatical structure of their language (Özer, 2013).

The first grammar process is defined as the time span from 24 to 60 months. Children quickly learn sentences and grammar rules during this period, and they use sentences in accordance with these rules. Sentences of three or more words are seen around the age of three. Between the ages of 4-5, sentences are typically 4-5 words long. The child begins to form sentences of 6-8 words at the age of 5-6 (Tümekaya, 2008).

2.3.3.1. genetic factors

Hereditary characteristics give a child potential. Individual differences in language acquisition occur as a result of the factors that this potential effects (Aslan, 2019). The theory supporting innate language acquisition is based on the idea that the factors required for the child to acquire language exist within the organism (Chomsky, 2006). For example, in a preschool study with 312 monozygotic twins and 312 same-sex dizygotic twins, it was discovered that skills such as phonological awareness and verbal memory have a very strong relationship with genetics. Furthermore, the impact of the twins' shared area on skills such as vocabulary and syntax were emphasized (Byrne et al., 2009).

Language structure, according to nativist theories, is genetically transmitted rather than acquired through environmental experience. One of these is Noam Chomsky's

Universal Grammar theory (Pence & Justice, 2008). Chomsky contends that children cannot learn language simply by mimicking what they hear around them, and that the brain is not a blank slate. He proposed that if an organism is born ready to learn and equipped to provide all types of development, it also has innate language acquisition equipment (Tokgöz, 2006). That is, language is universal, and each person is born with a "Language Acquisition Device" (LAD) (İpek & Bilgin, 2007). This tool is described as a black imaginary box located in the brain; it contains the rules of all human languages, and the child discovers the language rules and chooses which language to speak based on his or her surroundings (Tokgöz, 2006). In other words, the language spoken around them will be the sole determinant of which language they will learn. That is, the process of language acquisition is not explained by environmental factors; language is learned through biological factors.

Gender may be a hereditary factor that influences language development. It is widely mentioned that girls have larger vocabulary sizes and better syntax than boys (Bouchard et al., 2009). For example, in a study of gender differences in language development, girls were found to produce more words than boys between the ages of 8 and 30 months. Furthermore, between the ages of 8 and 16 months, girls understand more sentences than boys, and between the ages of 16 and 30 months, girls' words contain more grammatical forms than boys' words. Furthermore, in a study in which American mothers and their first-born children were observed from 9 months to 18 months, it was discovered that girls' language skills were significantly higher than boys in terms of both vocabulary and comprehension (Clarke-Stewart, 1973). In addition, the vocabulary acquisition rates of 18 children aged one to two were studied in the United States. According to the findings, boys reach the 50-word acquisition limit three months later than girls (Nelson, 1973).

To say that heredity influences language development is not conclusive. Despite good genes and physical health, living in an inadequate environment has a negative impact on children's development. The social environment and interaction play a significant role in language development (Aslan, 2019).

2.3.3.2. environmental factors

When examining the language development of an individual, it is impossible to deny the significance of environmental factors. Early childhood development is influenced by children's environmental experiences. The environment in which the child grows

and learns influences access to developmental milestones (Arumugam et al., 2021). Language acquisition requires an early introduction to language, so the influence of the family on language development is critical (Chairilisyah, 2022). This process, which begins with perceiving and imitating sounds in the environment, progresses to learning the language of the society. All of the rules of the language are learned over time as a result of the stimuli provided by the environment (Aslan, 2019).

The impact of the social environment on children's language development is undeniable (Chairilisyah, 2022). Language acquisition begins with the birth of a child (Aksu-Koç & Slobin, 1989). Regardless of a child's inherited traits, the potential within the child cannot manifest itself on its own. The same can be said for language development unless it is aided by environmental factors. In this regard, environmental factors are just as important as inherited traits for language development (Ergin, 2012). Children begin to interact with their environment and learn the basic structure of the language of the community in which they live from birth. Communication improves over time as a result of preschool experiences (Conti-Ramsden & Durkin, 2012).

The literature shows that environmental factors in studies examining early childhood and language development are generally mentioned family education level, socioeconomic status, starting time of kindergarten, home environment, health status, number of siblings. However, studies involving these variables do not have a definitive conclusion.

One of the first theories of language acquisition was Skinner's (1957) Behavioral Theory. According to this theory, the environment is more effective than biological structure in language acquisition. Language learning, according to traditional behaviorists, is based on imitation and repetition. Children imitate models and repeat this until they get into the habit of using the correct language (Hamarat, 2019). The baby imitates the environment and receives reinforcement when they make sounds similar to their own language during these imitations, resulting in language acquisition.

The newborn is highly sensitive to outside stimuli. Warnings received in the early days can either help these potential features develop positively or negatively (Dönmez et al., 1997). From the moment they are born, children interact with their families. The quality of communication between parents and their children has a direct impact on the baby's language development (Aslan, 2019). According to Öztürk (1995), babies

living with their families make more noise than babies living in nursing homes during the first six months.

In addition, research demonstrates that language acquisition in infancy is influenced by the quality of parent-child interaction (Hoff, 2006). It is argued that children learn language by listening to and imitating others; with the frequency of cognitive stimulus and language interaction, there can be a significant difference in language ability. Similarly, the social-pragmatic viewpoint holds that children's language development occurs through interaction with those who are more competent than them. The caregiver's input and the child's output are important in language development (Tomasello et al., 2009).

Communication with the people around them is the most effective way for children to learn about the world (Gauvain, 2001). The relationship between the child and the adult is critical in terms of the characteristics acquired throughout life (Messer, 1986). Because influential learning becomes simpler in a scaffolded context (Darling-Hammond, 2008), exploration may not provide an adequate foundation for learning in the absence of guidance and scaffolding (Mayer, 2004). Parents, as the child's closest environment, play an important role in language development in this context. Furthermore, the teacher is in a great place to encourage children's language development (Chairilsyah, 2022).

There is a strong relationship between the level of language input provided by parents and the child's future language development (Bornstein & Haynes, 1998). Language development does not happen in isolation; children learn language features through social interactions (Gauvain, 2001). Language acquisition, according to social interactionist theorists, is the result of interaction between the social environment and the child (Rudd & Lambert, 2011). Children learn language forms and features through interaction with others (Gauvain, 2001). In other words, language development is a social process in which people in their immediate environment and other socialization tools help them develop their cognitive and linguistic skills (Garton, 1992).

The social environment, according to Rieber (1998), is the source of the concepts, ideas, facts, and attitudes that children acquire. He emphasized the importance of social support in facilitating learning and development (Vygotsky, 1978). He assumed that development begins externally and then continues internally, beginning with

social learning and progressing to the individual level (Reunamo & Nurmilaakso, 2006).

According to Vygotsky's contextual language development theory, thoughts do not exist independently of culture and emerge through social interactions (Ülgen & Fidan, 1991). As digital technologies proliferate, particularly in the home and other settings (Arnott, 2013), they have begun to be influenced by sociocultural factors. According to Vygotsky, who argued that all learning occurs socially (Aslan, 2019), while biological factors play a role in the emergence and development of processes, sociocultural factors also play a role (Topçiu & Myftiu, 2015). The type and quality of stimuli with which the children will interact are determined by their culture. Children learn by interacting with the people and objects around them (Sapsağlam, 2018).

In particular, Lev Vygotsky's (1978) sociocultural theory emphasizes the importance of social interaction in language acquisition. It also introduces the Zone of Proximal Development (ZPD), defined as "the distance between the child's Actual Developmental Level (ADL) and the child's higher Potential Developmental Level (PDL)." (Alroqi, 2018, p. 21). It describes an immature function that will mature with the process (Vygotsky, 1978). He stated that children learn by structuring the skill to be acquired with an experienced partner rather than through independent exploration (Vygotsky, 1978). When a child interacts with a More Knowledgeable Other (MKO), such as parents, siblings, or teachers, the child gains access to the PDL. Adult guidance and peer collaboration, which are important components of development, play an important role in child development (Schofield Clark, 2011). That is, MKO guides and leads the child through scaffolding and then vanishes when the child gains competence to perform the task independently (Wood et al., 1976). Scaffolding is the process of breaking down any skill or task to be learned in order to make it more manageable (Schetz & Stremmel, 1994).

Cartoons are an important linguistic input source for children in the linguistic development process, according to language educators. Following programs appropriate for their age in the preschool period can enrich children's conceptual field (Aktaş, 2007). Linebarger and Walker (2005) discovered that preschool children can learn a variety of words from television. The findings show that children can learn general information and practices that they do not encounter frequently in their daily lives, such as how to shake hands. The examples of 13.5-month-old children pointing

and recognizing the horse in *Black Beauty*, and 18.5-month-old children recognizing and mentioning the cat in *Sesame Street* for many times underline the instructive role of television (Lemish & Rice, 1986).

2.3.3.2.1. importance of technology on language development

Given that language acquisition theories emphasize the importance of the child's interaction with the environment in terms of language development (Vulchanova et al., 2017), investigating the effect of media exposure on children's language development is critical. Early childhood media exposure and language development are linked because media can have both positive and negative effects on a child's language skills.

Specifically, technological devices that children now use on a daily basis are crucial (Mustafaoğlu et al., 2018). The digital generation has emerged as a result of technological advancements (Buckingham & Willett, 2013). The size of family media use has changed over time as devices that provide games and entertainment, such as mobile phones, computers, and television programs, have increased (Schofield Clark, 2011). This generation's children own more devices and are more exposed to technology than previous generations. Children now have more access to smart devices and content (Warren & Aloia, 2019). For example, according to a survey conducted in all regions of the United States, one or more digital media devices are present in the home where the children reside. In addition, children under the age of eight should limit their screen time to 2 hours and 19 minutes per day (Rideout, 2016). Young children use digital media more than ever before since digital devices became ubiquitous (Nevski & Siibak, 2016). For example, with the introduction of devices such as iPads and smartphones into the home, the scope of children's screen activities has grown significantly. While what is watched on television is only in one place, it is more accessible through such tools. As a result, unexplored use of this generation has emerged (Beatty & Egan, 2020).

On the one hand, media exposure can help with language development. Children can be exposed to new vocabulary, concepts, and ideas by watching age-appropriate educational shows and programs. These shows can also help children learn proper sentence structure, pronunciation, and intonation by modeling these skills. Furthermore, interactive digital media such as educational games and apps can allow children to practice their language skills in a fun and engaging way. For example,

through the media, one can obtain information about the immediate environment and form an opinion (Arslan, 2010). Television has been shown to be the second most effective source after parents in providing information to children and expanding their vocabulary (Mora, 2007). It can actively participate in the learning process and provide value acquisition (Elden & Yakın, 2006).

Excessive or inappropriate media exposure, on the other hand, can have a negative impact on language development. Excessive screen time can limit children's opportunities for social interaction and language-rich experiences, both of which are important for language development. Furthermore, exposure to violent, inappropriate, or overly simplistic media content can result in language delays, a reduced vocabulary, and a reduced attention span. Because media exposure in early childhood is becoming more important (Tomopoulos et al., 2010), it poses developmental risks for children, including cognitive, attention, and language issues (Radesky et al., 2014). This situation, in particular, has a variety of effects on children's language development (Özkılıç Kabul, 2019). Given children's daily media exposure, it accounts for a significant portion of their linguistic input (Alroqi, 2018). Screen time, for example, has been linked to difficulties with language acquisition (Yilmaz et al., 2014).

For example, children aged 15 and 35 months were compared, and they watched 137 or 16 minutes of TV per day, respectively. The findings show that children who watched more television had a higher risk of developing language delays (Lin et al., 2015). Furthermore, a three-year-old study found that children who spend more time with smart devices have less developed language skills (Moon et al., 2018). In addition, a study on the effect of television viewing on language development (Chonchaiya & Pruksananonda, 2008) discovered that children with language delays start watching television earlier and watch more TV during the day than normal children. Furthermore, children who began watching TV before the age of 12 months and watched more than 2 hours of TV per day were six times more likely to experience language delay than other children. Furthermore, children were found to have 8.47 times more language delay when watching TV alone than when interacting with their caregivers.

Furthermore, the AAP recommends that screen time in early childhood not exceed one hour (Pappas, 2020). Similarly, watching television for more than 2-4 hours per day passively affects the child and causes learning retardation (Özkılıç Kabul, 2019).

Furthermore, excessive TV viewing in early childhood results in poor language development, math skills, and reading skills (Zimmerman & Christakis, 2005). Furthermore, children who watch more than 2 hours of TV per day have lower communication scores (Duch et al., 2013). In conclusion, children aged 0-8 are a more vulnerable group that is negatively impacted by media (Şen et al., 2020).

It is also worth noting that media exposure should never take the place of interactions with caregivers or other adults. Human interaction, particularly with caregivers who engage in responsive and stimulating language interaction, is critical for a child's language development (Khan et al., 2017). According to one study, media exposure can have a negative impact on language skill development by affecting the quality of caregiver-child interaction (Khan et al., 2017). Additionally, there is a large-sample study that investigates the relationship between parental and child reading and TV viewing time. According to the findings, there was an opposite relationship between TV viewing time and reading time. That is, media can replace important parent-child interactions in which language skills develop (Zimmerman et al., 2009). Furthermore, it is claimed that children do not learn as much from screens as they do from meaningful interactions with adults (Ferguson, 2015). They are marketed as "continuous learning machines," however, screen time interferes with more productive time (p. 84). For example, studies show that when young children watch television instead of talking to others, language development problems may occur (Ritonga & Sofyani, 2018). One case study focused on a child whose only exposure to English was through television. Despite having a large vocabulary, this child's grammar was severely dysfunctional (Naigles & Mayeux, 2001; Sachs et al., 1981).

In conclusion, media exposure can have both positive and negative effects on early childhood language development. Mediation and appropriate content selection, as with any aspect of child development, are critical to ensuring that media exposure supports rather than hinders language development.

2.4. Parental Mediation

Parents are the most important socialization factor in children's acquisition and development of attitudes, knowledge, and skills (Cram & Ng, 1999). They are described as "the most influential people in the development and socialization of children" (Sonck et al., 2013, p. 96).

The widespread and unregulated use of technology increases the importance of family guidance (Karahana, 2021). As a result, parents bear primary responsibility for their children's media-related experiences (Shin & Li, 2017); families are responsible for monitoring their children's media use. It is irrational to expect children to choose technology and content that is appropriate for them; parents must act as intermediaries when exposing children to media (Gözüm & Kandır, 2021). That is, parental support is important in digital media because not everything children encounter is understandable to them (Özdil & Tuğluk, 2021). They must protect their children not only from dangers encountered in everyday life, but also from those encountered in digital environments (Canbek & Sağiroğlu, 2007; Sayan, 2016). If parents do not exert sufficient control over their children's use of technology, tablets and mobile phones can quickly be used for purposes other than those intended. Parental intervention can help to divert children's attention away from potentially harmful substances and toward positive information in media content (Warren, 2003).

When it comes to directing children's media behavior, parents should take the lead (Shin & Li, 2017), because parental guidance practices in technology use play a significant role in determining children's media use (Kostyrka-Allchorne et al., 2017). This mediation is necessary to mitigate the negative effects of children's digital media use while also capitalizing on the opportunities it provides (Zaman & Mifsud, 2017). In addition, parents act as guides for their children's screen time and the devices to which they have access (Knowles et al., 2015). Although many children learn to use technology at a young age, parents continue to play a media facilitation role for their children (The Joan Ganz Cooney Center, 2010).

With the widespread use of technology on a daily basis, the parental mediation theory has evolved (Iqbal et al., 2021). It is a term used to increase the benefits and decrease the harms of the child-media relationship (Livingstone & Helsper, 2008) and defines as "Any strategy that parents use to control, supervise, or interpret content for their children" (Şen et al., 2020, p. 232). This mediation can take place before, during, or after the use of media (Nathanson, 2001). Because parents play a key role in young children's access to the digital world (Şen et al., 2020), they can also act as active mediators in children's media use (Barr et al., 2020).

Children's brain development (Christakis et al., 2012), cognitive functions (Lillard & Peterson, 2011), and social-emotional progress (Babaroglu, 2013) can all be

influenced by media. Furthermore, without parental guidance, the media may emerge as the most effective resource for children to learn about the world (Austin, 2001). Children can receive messages that help them develop prosocial behaviors as well as harmful messages through television (Kara, 2015). Children are more vulnerable to the effects of television broadcasts than adults because they lack personal experience, their ideas have only just begun to form, and they lack reference points to compare what they watch (Turam, 1996). They are vulnerable in a media setting because they may not fully comprehend the media's message (Strasburger & Wilson, 2002).

Children's imaginations are especially vivid during the preschool years. They believe in everything and act as if imaginary events are real. As a result, narratives such as fairy tales, stories, and cartoons capture the attention of the child (Yörükoğlu, 2003). They are unable to make mental comparisons or think logically during this period (Yavuzer, 2003). They are influenced by stories, cartoons, and fairy tales because they lack the ability to think operationally. As a result, children are among the most vulnerable to media influence. Children are susceptible to media messages because they cannot evaluate events like adults (Arslan, 2010). They remain physically and mentally passive in front of the television as a result of their developmental characteristics, as they are unable to ask for explanations and answers or object to the television (Ünal & Durualp, 2012). During viewing, communication is one-way; messages are only transferred from the television to the child (Erol, 2007). Because children cannot be selective and conscious about television in terms of their developmental characteristics, they cannot choose from the many models offered by television (Arslan, 2010).

Parental mediation can help children cope with the negative effects of media (Ünal & Durualp, 2012). This concept refers to parental involvement in the child-television relationship as a transforming, changing, or directing factor in the effects of television (Bal, 2003). The foundations of this theory are based on communication methods aimed at preventing or reducing the negative impact of media on children (Schofield Clark, 2011). Schofield Clark (2011), for example, clearly describes the theory of parental mediation as the use of interpersonal communication to reduce the negative effects of communication media. Young children have rapid cognitive and language development. In this context, due to their lack of experience with media tools, preliminary preparation regarding the narrative codes provided by the screen is

required (Warren, 2003). It is suggested that parents mediate their children's television experiences; thus, they can understand the content, accepting some messages while rejecting others (Valkenburg et al., 1998). According to Chaffee et al. (1971), family communication patterns help children 'cognitively map' the situations they encounter (p. 331). Similarly, the patterns that the parent provides in media usage assist them in interpreting and questioning the content (Nathanson, 2001).

Numerous studies promoting positive media effects or attempting to counteract negative media effects have been revealed in the literature (Nathanson, 1999) under the definition of parental mediation. The interaction between parental mediation and media exposure is critical in shaping a child's media experiences and the impact it can have on their development. While Nikken and Oprea (2018) define it as all the applications that children use to regulate media use, Livingstone and Helsper (2008) define it as parents' management of their children's relationship with the media. However, there are differing perspectives on the parental mediation process; Schofield Clark (2011) contends that the mediation style has not changed over time, whereas Smahelova et al. (2017) and Coyne et al. (2017) contend that there is no fixed behavior and that it is a dynamic set of strategies that can change over time depending on some factors.

According to some studies on the effects of children's media use, watching television has a few negative effects (Nathanson, 2001). Nonetheless, television can have a positive impact on children, especially when parents are present to facilitate these positive outcomes (Corder-Bolz, 1980). It is not accurate to categorize television as good or bad; it is also influenced by how children use the content. In this context, the role of parents is crucial (Bryce & Leichter, 1983).

That is, television use without parental intervention is ineffective for infants and toddlers in terms of language skills (Anderson & Pempek, 2005). Mendelsohn and colleagues (2010), for example, conducted research on the role of verbal interactions with infants during media exposure. Verbal interactions between mothers and their 6-month-old infants were found to mitigate the negative effects of media exposure. Furthermore, there is evidence that these verbal interactions can have a direct positive effect on language development. In a similar vein, parents were divided into three groups in a study of language teaching to 12- and 25-month-old children: high, moderate, and low teaching focus. The findings show that language learning occurred

only in the high-focus parent group, which is more likely to tag and identify DVD highlights. Furthermore, parent talk mediated the relationship between children's interaction with the DVD and their use of new words (Fender et al., 2010).

Furthermore, it has been reported that 5-6-year-old children's comprehension of educational content improved in response to teacher comments. In addition, with adult mediation, children's attitudes toward non-traditional sex roles improved and acceptance of aggressive behavior decreased between the ages of 5 and 11 (Corder-Bolz, 1980). Furthermore, when parental mediation is present, children remember more details from educational programs (Wright et al., 1990). Also, when the program is appropriate for the child's developmental level, the education gained from the program is enhanced by interaction with the adult (Corder-Bolz, 1980).

Parent-provided content interpretation, for example, has been linked to positive influences on children's attitudes toward nontraditional gender roles (Corder-Bolz, 1980), their knowledge of art and culture (Valkenburg et al., 1998), and their attitude toward violence seen in programs (Corder-Bolz & O. 'Bryant, 1978). These findings support the notion that parents can encourage critical thinking in their children through dialogue (Beck & Wood, 1993). Linking active mediation with interpersonal and family communication research can be viewed as not only media education but also as part of parent-child communication skills (Hoover et al., 2004). Also, in a study involving preschool, third, and fourth grade students, it was discovered that when an adult comments on the program being watched, children remember more details about the content (Watkins et al., 1980).

Parents are frequently advised to play an active role in mediating their children's television experiences (Logan & Moody, 1979). This mediation can take place while watching or not watching television. While watching TV is preferable because parents can monitor what their children are watching and assist them in understanding the content. In the case of objectionable content, they can learn about the children's reactions and intervene immediately. Because of the setting's immediacy and concreteness, mediation becomes more effective. It states that reducing the negative effects of media on children's lives through parental attempts at mediation. These initiatives necessitate the use of interpersonal communication strategies. In this context, several important studies that developed and examined a scale were examined in three parts: active mediation, talking to the child about the content seen on

television; restrictive mediation, rules, and regulations about children's television viewing; and co-viewing, or watching television with the child (Eastin et al., 2006).

2.4.1. Active Mediation

Television viewing is a complex process that necessitates advanced cognitive abilities. Because children lack the necessary skills and experience to learn from media, parents can assist them in learning by guiding this experience (Hanson, 2017). Parents who actively participate in their children's media use can ensure that learning occurs by emphasizing important information, making connections, clarifying, and detailing (Salomon, 1977).

Active mediation can be an effective method for influencing comments drawn from the content of a television program (Austin, 1993). The focus of this type of mediation is on parent-child conversations (Scott, 2021). It can be defined as assisting the parent in better understanding the child's media content. It is an effective method for teaching children critical monitoring skills. When parents are actively involved in their children's media use, they can help to guide and regulate their experiences in ways that promote positive outcomes, such as a better understanding of the plot in the content watched (Desmond et al., 1985), awareness that content can have a negative impact (Nathanson, 2001), and content skepticism (Austin, 1993). The main goal is to have an interaction that evaluates the media message in order to make it easier for the child to understand the content (Pempek et al., 2011). It includes methods such as answering the child's questions, asking questions about the content, explaining the content, and explaining why the content is appropriate (Sciacca et al., 2022).

Several studies have shown that the most effective parental style of mediation is active mediation (Nathanson et al., 2002). While some sources categorize active mediation as negative or positive, they define the negative as critical of questionable content and the positive as encouraging viewers to view supported content (Beyens et al., 2018).

Active mediation has been linked to a variety of positive outcomes. The experience of media content discovery between parent and child helps children become critical media consumers over time (Collier et al., 2016). Active mediation, for example, has been linked to skepticism toward television news (Austin, 1993) and a better understanding of televised themes (Desmond et al., 1985). In addition, parents who actively mediate can ask their children about the potential implications of a TV

character's decisions (Collier et al., 2016). Furthermore, in one study, 14-month-old babies with actively talking mothers while watching an educational TV program outperformed the group with non-talking mothers (Mendelsohn et al., 2010). Furthermore, in a study of 3- and 4-year-old children watching Sesame Street, it was discovered that children who received instructions from adults while watching learned more (Reiser et al., 1984). In addition, research demonstrates that possible negative effects (such as aggressive behavior) of television can be mitigated through active mediation (Nathanson, 1999). Furthermore, a meta-analysis of the parent's mediating role reveals that active mediation can protect children from the negative influence of media on aggression, sexual outcomes, and substance use (Collier et al., 2016).

Furthermore, when parents label the objects that appear on the screen, children's learning probability increases when compared to the case where the objects are not labeled (Barr & Wyss, 2008). In addition, in a study to see if a new word can be learned from television programs, there are four study groups: learning from television (video of a speaker's program, whether adult or child) or adult-child interaction (joint or discordant reference). The findings revealed that in a sample of 15- to 24-month-old children, they learned new words most effectively when they were jointly referenced (Krcmar et al., 2007).

On the other hand, when parents are less involved in their children's media use or fail to provide guidance and regulation, children may be more vulnerable to the negative effects of media exposure. Children, for example, may be more likely to encounter inappropriate content or may be unable to comprehend the context or message of the media they consume.

2.4.2. Restricted Mediation

This type of mediation is defined as parents restricting certain content or technological tools (Beyens et al., 2018). It includes the use of rules to regulate children's media use (Chen & Chng, 2016). This type of mediation claims a decrease in media time while increasing media addiction (Chen & Shi, 2018). As the scope of digital media has changed, restrictive mediation has evolved from the use of specific software to block specific sites and limiting the technological product to be used (Yu et al., 2021).

There is explicit rulemaking in restrictive mediation (Borzekowski & Robinson, 2007); however, no explanations for rules are provided. Time spent consuming media

and choosing which media or channel to watch are both restricted. However, studies show that the outcomes of this mediation style are not always positive. For example, restrictive mediation was associated with increased advertising awareness among children aged 5-8 years (Bijmolt et al., 1998) and no reduction in purchase demands among children aged 8-12 years (Buijzen & Valkenburg, 2005).

Restricted mediation, on the other hand, can help limit children's exposure to inappropriate or harmful content, such as violent or sexual media (Gentile et al., 2014). Setting rules and restrictions can also help promote healthy media habits, such as limiting screen time and encouraging alternative activities such as playing outside or reading books. Restricted mediation can also help children feel more secure and supported by providing structure and routine.

Excessive or overly strict restrictions on media use, on the other hand, can lead to frustration, resentment, and a lack of trust between children and parents (Coyne et al., 2019). Excessive parental control can also limit children's opportunities for exploration and learning, as media can be a valuable source of information and exposure to new ideas and experiences.

2.4.3. Co-viewing

It refers to watching media content together (Pempek et al., 2011) without engaging in media discussion (Valkenburg et al., 1999). That is, the parent watches with the child but does not comment on the content of the media. They can watch together to spend time together or because the content is something they both enjoy (Valkenburg et al., 1999). It is less effective than active mediation. It was stated that using this method, parents could learn about their children's tastes, preferences, and reactions (Borzekowski & Robinson, 2007).

2.5. Media Content

As technological devices become more common, they can help to increase children's interest and curiosity in learning (Topakkaya, 2019). That is, both potentially beneficial and potentially harmful uses of technology are possible (Girgin, 2020). In addition to the negative effects of the digital world on children's lives, the positive effects of providing learning opportunities are also expressed (Kirkorian et al., 2008).

The quality of the programs watched can influence the media's influence on children

(Yavuzer, 2003). Many studies show that the program's content is just as important as the amount of time children spend watching television (Kol, 2021). Specifically, the use of the digital world can have an impact on an individual's quality, either positively or negatively (Şen et al., 2020). In the digital age, little is known about what children are watching. More emphasis should be placed on the content of these programs in order to highlight the positive aspects (Danielson et al., 2019).

According to the Fred Rogers Center for Early Learning and Children's Media (2012), media can help children develop when used appropriately. Furthermore, the use of games and programs by children at the appropriate time and age contributes to their learning processes (Topakkaya, 2019).

The timing of media exposure is important, but the content of the media is more important. According to research, content influences what people learn from the media (Anderson et al., 2001). Similarly, television is not the only phenomenon that influences a child's development; the content and impact of the message are more important than the media tool (Serhatlıoğlu, 2006). For example, in a study examining the effect of television exposure beginning at 6 months on language acquisition at 30 months, the results revealed that it varied depending on the programs watched. That is, programs with strong narration (in this study, *Dora the Explorer*, and *Dragon Tales*) were associated with more vocabulary and expressive language than programs with low narration and dialogue (in this study, *Teletubbies*) (Linebarger & Walker, 2005).

To understand how media affects language development in early childhood, it is important to emphasize that not all screen media are the same (Linebarger & Vaala, 2010). Similarly, it is emphasized that the content conveyed by the media is far more effective than the media itself (Schmidt & Vandewater, 2008). In a 3-year longitudinal study, for example, the effect of watching TV shows on reading, receptive vocabulary, school readiness, and math test scores was investigated. According to the findings, the effect on these four academic skills is dependent on the TV content watched (Wright et al., 2001). For example, children who watch informative programs between the ages of 2 and 3 are more likely to succeed in these four areas. Furthermore, those who frequently watched recreational general-audience programs outperformed those who rarely watched these programs in these four areas.

Cartoons, with their colorful and lively features, are popular among children (Cesur &

Paker, 2007). Among television programs, cartoons are the most watched by children and the most influenced by their visual features (Can, 1995). They are still one of the most popular digital products among children (Erşan & Er, 2022); they are drawn to the positive and colorful world of cartoons. While the subject is being addressed in cartoons, a fairytale-like narrative language is used (Demir, 2019). The imitation of the main character in cartoons watched leads to the internalization of these behaviors over time (Oruç et al., 2011). In one study, parents reported that 79.4 percent of their children prefer to watch cartoon programs (Demiriz & Ulutaş, 1999). The context in which the child is exposed is important because the ability to establish a cause-effect relationship has not yet developed in children aged 3-6. They perceive what they see and hear in the media; they cannot tell the difference between reality and fantasy (Demir, 2019).

2.5.1. Educational Content

Educational media is based on the idea that children learn by watching programs (Fisch, 2014); it has the ability to convey specific skills to the audience (Wright et al., 2001). In this context, Vygotsky's (1986) learning theory sheds light on how children can use technology as a scaffolding tool. Based on this premise, it is assumed that these learning-supporting tools contain educational content (Gözüm & Kandır, 2021).

The literature demonstrates that educational television programs can be a useful tool for teaching social skills (Aley et al., 2021). Watching age-appropriate educational TV content is associated with both short-term (Baydar et al., 2008) and long-term positive outcomes (Anderson et al., 2001). For example, watching educational TV shows can teach prosocial lessons, whereas watching entertainment shows is associated with lower levels of academic performance (Anderson et al., 2001). Additionally, children who watched prosocial content that emphasized justice showed an increase in perspective-taking (Krcmar & Cingel, 2019). Furthermore, children who watch prosocial content have less bias toward outgroups (Cole et al., 2003) and prefer to play with children of different races (Gorn et al., 1976).

Furthermore, it is intended to teach academic skills like vocabulary and math, as well as positive behaviors like self-control and patience (Scantlin, 2008). According to research, children's programs contribute to the development of cooperation and friendship models in children and special programs designed for the preschool period

increase knowledge of adjectives and verbs (Aral et al., 2011). Simultaneously, following programs appropriate for the age of preschool children can positively affect their mental development (Aktaş, 2007).

According to many researchers, educational programs designed for children are effective in teaching them new words and concepts as well as preparing them for school (Ünal & Durualp, 2012). For example, studies show that childhood exposure to educational television programs (e.g., Sesame Street, Dora the Explorer, Mister Rogers' Neighborhood, Blue's Clues) is associated with academic success in both the short and long term (Anderson et al., 2000; Wright et al., 2001). Furthermore, the United States Department of Education has developed the Ready to Learn (RTL) program, which will promote school readiness for children aged 2 to 8. It has been discovered that exposure to RTL media content improves early literacy skills such as vocabulary and phonological concepts (Hurwitz, 2018).

Furthermore, as a result of an experimental study that reduced the violence that children saw on screen and increased their viewing of prosocial programs, children's Social Competence and Behavior Evaluation scores increased by 2.11 points (Christakis et al., 2012). Also, a study involving multiple cultures and races revealed that educational programs such as "Sesame Street," "Barney and Friends," and "Mister Rogers' Neighborhood" have positive effects on the cognitive, linguistic, and social development of preschoolers (Singer & Singer, 1998).

Numerous studies show that preschool children can improve their language skills with high-quality educational media tools (Dore et al., 2020). Many studies show that educational television programs are effective at teaching a variety of concepts, including letter and word recognition and letter phonology (Barr & Linebarger, 2016). For example, in a longitudinal study examining the effect of media beginning at 6 months of age, the importance of the content of the watched program was emphasized. According to the study findings, some programs were negatively associated with vocabulary knowledge (such as Teletubbies) and others were positively associated with language skills (such as Dora the Explorer) (Linebarger & Walker, 2005).

Most studies on the impact of educational content on language, social, and other cognitive skills have used Sesame Street (Baydar et al., 2008). The creators of Sesame Street recognize the importance of adults in assisting children in achieving the

program's goal (Lesser, 1974). According to research conducted nearly 50 years ago, when children watch Sesame Street with an adult, their learning improves (e.g., Ball & Bogatz, 1970; Salomon, 1977). These studies, however, did not clearly show what type of behavior should be followed when watching the program with others.

According to the findings of a family survey, children who watch Sesame Street perform better in school-related skills than those who do not (Zill et al., 1994). In addition, Rice et al. (1990) found that Sesame Street viewing at age 3 predicted a higher receptive vocabulary score at age 5 among children aged 3 to 5 years. Furthermore, even after controlling for family characteristics, watching Sesame Street in preschool was significantly and positively associated with English grades in later years. Furthermore, watching educational programs was linked to reading more books during adolescence (Anderson et al., 2001).

Moreover, studies show that children aged 3 to 5 can learn concepts such as body parts, numbers, and vocabulary from Sesame Street (Rice et al., 1990). A meta-analysis of 24 studies involving over 10,000 children from 15 countries found that watching Sesame Street helps children learn letters, numbers, and shapes, as well as science, culture, and prosocial behavior (Mares & Pan, 2013). Also, children aged 3 to 5 years who watched Plaza Sesamo (the Spanish version of Sesame Street shown in Mexico City) had an increase in letter and vocabulary knowledge compared to those who did not (Diaz-Guerrero & Holtzman, 1974).

It was discovered that watching Sesame Street with kindergarten students who were socially isolated increased their physical or verbal contact with other children and adults (Coates et al., 1976). Furthermore, a large-scale study conducted by the Educational Testing Service examined the achievement of targeted Sesame Street skills (Lesser, 1974). In this study, some children from disadvantaged backgrounds were asked to avoid from watching Sesame Street for 26 weeks, while the other group was asked to watch it. The findings show that children who watched Sesame Street for 26 weeks improved significantly in skills such as letter recognition and naming, as well as reading words.

The purpose of a recent study was to investigate the impact of television programs on children. Sesame Street was chosen as the program, and a pre-post-test design study was carried out on ten children. Yılmaz (2016) posed 25 questions, including "What

is the purpose of the library?" "Count from 1 to 10." and "Will the ball fall to the ground if I throw it into the air?" As a result, before watching, some of the questions were answered correctly, but after watching, all the questions were answered correctly. Furthermore, visual examples are provided for answers in the post-watching condition. In addition, Reiser et al. (1988) investigated the effect of Sesame Street on preschool children's letter and number recognition. They had watched three episodes of Sesame Street with 95 kindergarten children and their families. One group of families asked questions and provided feedback to the child while watching, another simply asked questions, yet another focused the child's attention on the screen, and yet another simply watched the shows with the child. Children in both the questions and feedback condition and the question-only condition performed significantly better on the post-test than children in the other conditions.

2.5.2. Recreational Content

Recreational media is content that does not have an educational value and instead focuses on entertaining the viewer. It may have a negative impact on the child through observational learning and the transmission of negative information (Valkenburg & Buijzen, 2009). For example, in an experimental study, it was discovered that 3- and 4-year-old children received their fear elements through observational learning via media. In the experiment's content, the 5-year-old son screams in terror when his mother shows him the Mickey Mouse plush. While the pre-experimental children reacted with joy when they saw the plush, they mimicked the child's reaction after watching (Venn, & Short, 1973). Furthermore, the media can have a negative impact by disseminating negative information. For instance, children who witness a potential danger from a distance do not witness the consequences through someone else's experience; they experience it themselves (Valkenburg & Buijzen, 2009).

There are negative findings in the literature relating to recreational screen use. Watching programs with recreational content, for example, is associated with low achievement (Wright et al., 2001). A study of Swedish preschoolers found that children who watched fiction programs had lower grades in the first and sixth grades (Rosengren & Windahl, 1990). For these findings, the researchers linked the habit of watching fiction early on with more viewing and, consequently, lower grades. Furthermore, a recent study emphasized the effect of screen activity on language

development rather than screen time for five-year-old Irish children. In other words, computer games have a negative relationship with vocabulary development when compared to educational games, computer games, and television viewing, but screen time alone has no effect on vocabulary scores (Beatty & Egan, 2020).

Moreover, in an experimental study in which preschool children watched violent cartoons, neutral films, and prosocial programs, the content mediated the relationship between television viewing and the children's attention skills. Children who watched prosocial shows performed better in terms of following rules and tolerating delays than those who watched neutral movies. Simultaneously, those who watched violent cartoons had lower self-regulation skills (Friedrich & Stein, 1973).

22 episodes of Pj masks were specifically examined in a study examining the violence elements of cartoons preferred by children aged 3-6. According to the findings, negative traits such as fighting, arguing, and anger were observed. That is, physical and verbal violence by girls was found in 44% of these episodes, while emotional violence was found in 12%. Physical violence was committed by 33% of boys, verbal violence by 53%, and emotional violence by 13% (Ercen et al., 2022).

2.6. Present Study

As we live in a world surrounded by technological devices, our exposure to them is inevitable (Hague & Payton, 2010). Between 2013 and 2017, children under the age of eight tripled their media consumption to more than 2 hours. Furthermore, according to a 2017 study, while children under the age of eight spend an average of two hours a day with technological devices, this figure increased to three hours a day in early 2020, before the epidemic period began (Rideout & Robb, 2017).

The World Health Organization (WHO) recently declared COVID-19 a pandemic, prompting a temporary lockdown for people under the age of 20 in Turkey (Turkish Ministry of Interior, 2020). This situation increased the amount of time spent at home and led to an increase in screen time (Ozturk Eyimaya & Yalçın Irmak, 2021). For example, as a result of COVID-19, children's recreational screen time has increased significantly compared to pre-pandemic levels. The daily recreational content usage time of children aged 5 to 8 years increased by one hour (McArthur et al., 2021). It was also discovered that the daily screen time of 3-12-year-old Israeli children increased by 63%, from 2.2 to 3.6 hours per day, and the level of viewing content from

screens increased from 70% to 83% (The Jerusalem Posts, 2020). The most recent findings revealed an increase in children's recreational media use compared to pre-pandemic levels (McArthur et al., 2021). Furthermore, due to COVID-19, screen use during the epidemic period increased much faster than usual. The reason for this increase is that technological devices must be used to maintain interaction with environments such as schools that cannot be physically located due to the epidemic (Wiederhold, 2020).

Children's learning processes benefit from technological devices, such as cognitive skills, problem-solving abilities, and the development of creative ideas (Baydar et al., 2018; Marsh et al., 2018). However, if technological tools are presented to the child without any instructions, the likelihood of observing any improvement in the child's developmental process decreases. Because parents are so important in their children's development, they are also at the forefront of media use (Sonck et al., 2013). As a result, parental control is critical for observing all of the aforementioned developments (Gözen et al., 2021).

Studies demonstrate that parental mediation is an effective method for modifying the effects of media exposure (Chakroff & Nathanson, 2008). Specifically, parents play a crucial role in enhancing the opportunities and minimizing the risks that children may encounter via media (Dulkadir Yaman, 2019).

According to Ellis (2000), the social-cultural theory of learning occurs during interaction between parent and child. Similarly, parental mediation while children are exposed to media is critical for language development (S. Al-Harbi, 2015). While listening to the language can help expand one's vocabulary, words become more useful when used actively. This usage occurs as a result of interactions with others. Children can learn words when videos are associated with social interaction, according to research (S. Al-Harbi, 2015). Furthermore, Bittman and colleagues (2011) argued that the child's interaction with parents during media consumption is an important factor in improving linguistic ability, which they refer to as “age-appropriate guided interaction.”

Based on the Vygotsky's (1986) developmental theory, the parent's mediator role is critical in preventing negative media effects on children and promoting positive outcomes (Nikken & Schols, 2015). Media use occurs within the child's zone of

proximal development (Vygotsky, 1978), and parents should assume a developmentally appropriate mediator role (Schofield Clark, 2011).

When media exposure is considered in terms of scaffolding, displaying screen media with parents can help children's language development (Bittman et al., 2011). That is, the ZPD is a critical point for language acquisition and learning, and language development continues as children expand their horizons with the assistance of their resources (Ohta, 2005).

Although we are all familiar with the use of media in early childhood, little is known about its effects on development. Studies in children under the age of five are particularly rare (Wartella et al., 2005). According to the studies, smartphone or tablet use was generally handled in primary school and later periods, whereas preschoolers were evaluated by taking into account the views of the parents and without using any measurement tool (Urfa, 2020).

In Turkey, it is known that studies on children's media use are generally conducted with children over the age of nine, and there are also limited studies investigating this issue in early childhood (Şen et al., 2020). Despite studies indicating that children in Turkey are introduced to their first television and tablet around the age of 3-4 (Akca & Alkaya, 2019) and that internet usage of children aged 3-6 ranged between 1-4 hours (Ergüney, 2017), there is insufficient data on the technology use of children under the age of six. There are not enough studies on early childhood and language development, in particular (Girgin, 2020).

Language development in children is one of the primary areas in which the media can help (Şen et al., 2020). Given that supporting language development during this period is also a determinant in the individual's future development periods (Senemoğlu, 1989), it is thought that it is important to investigate the relationship between the content that children are exposed to through technological devices, parental mediation, and vocabulary acquisition during the preschool period when environmental stimuli are critical for language development.

The study's goal is to look at how children's media exposure affects their language development from a sociocultural standpoint. In other words, the aim is to learn how parental mediation provided by families through media use affects children's language development. Despite we are all familiar with the use of media in early childhood, the

effects on development are little understood. There are few qualitative studies on this topic in Turkey (e.g., Bağlı, 2003; Özsoy & Atılğan, 2018).

In particular, no study was discovered in the literature review that examined receptive language score change in early childhood in terms of program content and parental mediation. Furthermore, the COVID-19 pandemic has increased time spent at home and caused an increase in screen time for children. Since supporting the language development of children is one of the media's primary roles, the findings of this study will be significant. The following are the hypotheses for this study:

Hypothesis 1. Watching educational content will increase children's Peabody Picture-Vocabulary test scores between pre-test and post-test.

Hypothesis 2. Watching recreational content will have no significant effect on children's Peabody Picture-Vocabulary test scores between pre-test and post-test.

Hypothesis 3. There will not be a significant difference in the pre-test, in terms of the Peabody Picture-Vocabulary test scores between the child watching the recreational content and the child watching the educational content.

Hypothesis 4. There will be a significant difference in the post-test, in terms of the Peabody Picture-Vocabulary test scores between the child watching the recreational content and the child watching the educational content.

Hypothesis 5. There will be a significant difference in post-test, in terms of the Peabody Picture-Vocabulary test scores between the child watching the educational content with parental mediation and the child watching the educational content without parental mediation.

Hypothesis 6. There will be a significant difference in post-test, in terms of the Peabody Picture-Vocabulary test scores between the child watching the recreational content with parental mediation and the child watching the recreational content without parental mediation.

CHAPTER 3

METHOD

This section contains information about the research model, study group, data collection tools, stimuli used, statistical methods, and data collection and analysis techniques.

3.1. Design

Among the experimental research designs, the pretest-posttest paired control group design was preferred in this study. It was used to determine if the content of the media and parental interactions used affected receptive language scores, and if so, the extent of the effect.

3.2. Participants

As the number of groups and measurement tools were entered into the G-Power analysis, it was determined that the study should be conducted with at least 52 participants. This study's population consists of children aged 36 to 72 months who attend preschool education institutions in Izmir, as well as their parents. The sample consisted of three private kindergartens in the 2021-2022 academic year, as determined by accessible sampling. Data was collected from Masal Gibi Preschools' Gaziemir and Karabağlar branches in Izmir, and Villa Minikler Preschool in Narlıdere, Izmir. A total of 60 parent-child dyads participated.

The children had to be between the ages of 36 and 72 months to be included. Total girl participants ($N = 36$) were more than boy participants ($N = 24$) (see Table 3.1). The exclusion criteria were any developmental issues (for example, autism spectrum disorder).

Table 3.1. The Distributions of Gender in Each Group

	<i>Girls</i>	<i>Boys</i>	<i>Total</i>
Educational content with mediation	9	6	15
Educational content without mediation	11	4	15
Recreational content with mediation	8	7	15
Recreational content without mediation	8	7	15
Total	36	24	60

3.3. Materials

Early Childhood Parental Media Mediation Scale to assess parents' attitudes and behaviors toward media consumption; Peabody Picture-Vocabulary Test to track children's receptive language scores; Ankara Gelişim Tarama Envanteri (AGTE) was used to assess children's language development.

3.3.1. Peabody Picture-Vocabulary Test (PPTV)

The Peabody Picture Vocabulary Test is used to evaluate the receptive language skills of children over the age of two. It consists of a stimulus target word and a test package with four pictures on one page. The pictures are arranged in difficulty order. One of four pictures explains the stimulus word. Webster's New Collegiate Dictionary is used to illustrate the words. The criterion for selecting words is that they are words that most children of that age group are familiar with (Aktan Kerem, 2001). The other three images, on the other hand, act as deceptive stimuli by offering appealing alternatives to individuals who are unsure of the correct answer (See Appendix 1). The misleading shapes chosen for each stimulus word were chosen based on their resemblance to the stimulus subject and the confusion of the image depicting the stimulus word. Misleading figures are not intended to deceive the subject, such as depicting a word that sounds similar to the target word (Dunn & Dunn, 1997).

Firstly, Dunn (1959) created to assess a child's language development. It was revised in 1981, and the Peabody Picture Vocabulary Test III (PPTV-III) version was released

in 1997. A commission comprised of J. Katz, F. Önen, N. Demir, A. Uzlukaya, and P. Uludağ translated it into Turkish in 1974 (Katz et al., 1974). Words that do not fit with Turkish culture have been changed as a result of research (Aktan Kerem, 2001).

The test has two explanations: for children under the age of eight and for children over the age of eight. The calendar ages of the students were used as a starting point. It is a one-on-one test that consists of three practice pages and 100 test pages. She/he is asked to select the image that corresponds to the word spoken to her/him, and each correct answer is worth one point. When there are six errors in a row or six errors in eight attempts, the test is terminated. The raw score of an individual is calculated by subtracting the number of incorrect answers from the total number of words that comprise the ceiling point (Özgüven, 1998). This raw score is converted into the recipient language age using the "Chart of Finding the Recipient Language Age" based on the child's location (village, city, shanty) (Emen, 2018).

The most important aspects of this test are its versatility, ability to be administered in as little as 11-12 minutes, clear black and white drawings, objectivity, and rapid scoring. It also does not require a verbal response. As a result, children do not experience a sense of failure (Özekes, 2013).

3.3.2. Early Childhood Parental Media Mediation Scale (ECPMMS)

The scale was developed by Şen et al. (2020) to assess media mediation behaviors of parents with preschool children (36-72 months). The scale's creators gave their approval for its use in the research (See Appendix 2).

The trial form in the scale development steps has 58 items. As a result of Confirmatory Factor Analysis and reliability analysis, the sub-dimensions are divided into two active and restrictive; contain 43 items and six dimensions active-supportive, restrictive-supportive, restrictive-limiting, active-interpretive, restrictive-blocking, active-limiting. Cronbach's Alpha coefficients for the components were .92, .86, .61, .83, .84, .59, and .91 for the scale, respectively.

The items were created with the use of both television and mobile media tools in mind. Because of the scale's structure, it can be used by taking the total score or by taking the sub-dimension scores separately. The results can divide into two, as active and restrictive mediation type. According to the scale, parents who demonstrate active mediation behavior are those who explain, discuss, and question the content. Parents

who engage in restrictive mediation make efforts to limit their children's media exposure and time spent in media (Shin & Li, 2017) (See Appendix 3).

3.3.3. Ankara Gelişim Tarama Envanteri (AGTE)

This inventory was created to assess the development of children aged 0 to 72 months (Erol et al., 1994). In addition to the practitioner's questions directed at the parents/teacher, the child is being observed. It has 154 items and four skill areas (Language-Cognitive, Fine Motor, Gross Motor, Social Skills-Self-Care) that are answered as "Yes/No/I don't know." Subdimensions have 65, 26, 24, and 39 questions, respectively. The answer "Yes" is worth one point, while "No" and "I don't know" are worth nothing. The inventory and subscales have a high internal consistency (between .99 and .80). Only the cognitive/language subdimension will be used to determine the child's level of language development in this study. An example item for Language-Cognitive is the ability to understand and express language clearly ("Does he/she make sentences of two words?").

The calendar ages of the students were used as a starting point. Then, the test was administered beginning with the previous section of the child's age range. When the answer "No" was received eight times in a row, the application was terminated.

3.4. Stimuli

3.4.1. Sesame Street

It is a show that aims to educate while entertaining. The story, which takes place in a neighborhood, contains both real and fictional characters and is entertaining, instructive, and educational. It is the most permanent example of educational content for children; it has been published in over 130 countries and has been adapted to the local content of each country (Mares & Pan, 2013). As Ball and Bogatz (1970) observed for Sesame Street, "those who watched the most, gained the most" (p.12).

It first appeared in 1966 at a dinner hosted by public broadcasting producer John Ganz Cooney in Manhattan. As a result, the Children's Television Workshop (CTW) was established, with Sesame Street as one of its programs. The name of the program was derived from the idea that the street may be the setting in which children will meet and

interact with the most people and solve their own problems, and that the word 'Sesame' is a short word that is compatible with the word 'Street'. The original name was '123 Sesame Street,' however, the numbers were omitted to make pronunciation easier (Kars, 1990). When Sesame Street was released on the international market between 1968 and 1970, it was purchased by 20 countries. This number increased to 37 in 1971, and to 48 in 1972; since then, it has been produced in various languages. It was shown in approximately 90 countries in 1975 and nearly 100 countries in 1988. As of October 2, 1989, Turkey had also joined this chain (Kars, 1990).

Sesame Street was created in collaboration with authors, academics, and researchers. Professionals in preschool child development and television experts worked together. Many television elements that appeal to preschool children were used in the program; music and sound effects are loaded with various functions, letters, numbers, and words are animated, and models that can be identified with children are given cute and unique looks (Kars, 1990). Although the program was developed in the United States, it is adaptable to other countries around the world (Can, 1990).

The goal of this show was stated to be "to foster intellectual and cultural development in preschoolers" (Cooney, 1967, p. 20). It premiered on November 10, 1969. Despite limited access to the channels on which Sesame Street aired, and where two-thirds of the population could watch the show, counted as a huge success. This show was watched in over 5 million homes within two months (Clausen, 1970). It is the first children's television show to include explicit educational content. The Educational Testing Service (ETS) was established to investigate the program's impact on the development of Sesame Street. The first year, studies could not be conducted due to an excessive level of watching (e.g., both the experimental and control groups watched the television program). Their research over the years revealed that it had a significant impact on the PPTV, which is standardized and frequently used as a general test of cognitive performance. To illustrate, a 0.36 standard deviation increase in PPTV scores was observed (Ball & Bogatz, 1970), which is a one-year score increase (Kearney & Levine, 2019).

Each episode is made up of separate parts, and each part serves a purpose. On Sesame Street, for example, there are informative sections such as "The lock is attached to the door." When we open it, it appears as follows. The key is put in and turned. The bolt slides into its slot, locking the door. When the key is turned in the opposite direction,

the bolt slides back and opens." (See Figure 3.1.). It may eventually be used as an educational curriculum (Kars, 1990). While carrying out the adaptation study in Turkey, the cognitive development department under the chairmanship of Prof. Dr. Nail Şahin, the social development department under the chairmanship of Prof. Dr. İpek Gürkaynak, and the chairmanship of Prof.Dr. Türkan Kutluay Meldov carefully structured the body-health part. As a result of these meetings, it has been emphasized that the series' general target audience consists of a 5-year-old group, that standard Turkish will be used without any changes such as dialect, and that the characters will not be limited to certain patterns, such as women do not only do housework and do not work in certain occupations (Kars, 1990).

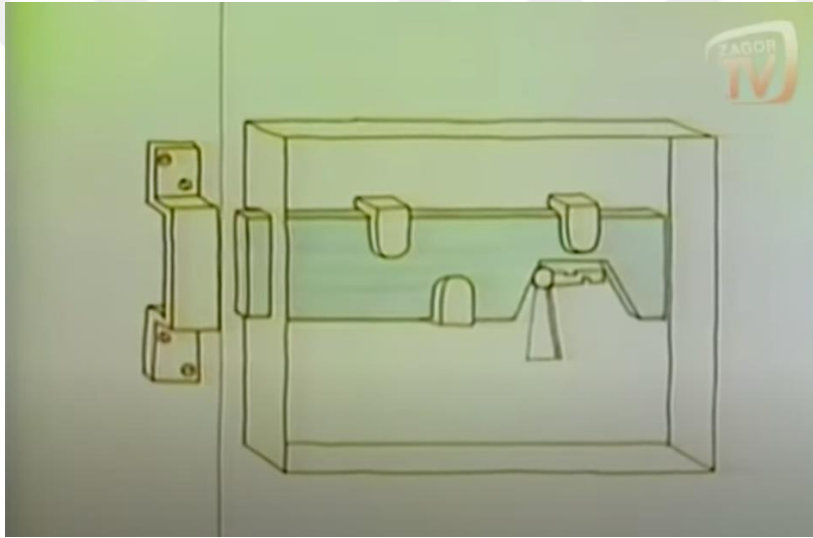


Figure 3.1. A Scene from Sesame Street's Educational Episodes, Episode 2

This series features Sesame Street Muppets, music, famous people, animation, real-life scenes, and special electronic effects. Edi and Būdū, Minik Kuş, Kurbağacık, Kırpık, and Kurabiye Canavarı are among the fictional characters.



(a)



(b)

Figure 3.2. A Neighborhood Scene on Sesame Street, Episode 1 (a) and Episode 8 (b)

Edi and Bd are friends with the original names Ernie and Bert. Edi frequently gets in trouble for being stupid, and he is more frivolous and childish. Bd was more respectable and knowledgeable. Altan Erkekli performed Edi, and Kksal Engr and Atilla Endil performed Bd. In its original form, the "Kurbaġacık" named "Kermit" always narrowly avoids trouble. Sungur Babacan provides the voice for it. Minik Kuş is an adaptation of "Big Bird." It is a large yellow-orange bird that lives on the street with other people, despite its name. Hakan Odabaşı provides the narration. "Kırpık" is a parody of "Oscar the Grouch." Erdinç Doġan stated, "He is against all standards." Cookie Monster was Kurabiye Canavar'is original name. He is powerless to overcome his gluttony and selfishness. Selçuk Birdal provided the voice for it.

The real people are Mechanic Tahsin, Uncle Nihat, Aunt Zehra, Brother Hakan, Aunt

Sabiha, and Sister Zeynep. Alp Öyken, Alpay İzbirak, Güven Hokna, Tevfik Tolga Tecer, Işıl Poyraz, and Aslı Öyken Taylan play these characters, respectively. Tahsin, a mechanic in the neighborhood, is married to the tailor Sabiha. Aunt Zehra is a greengrocer, and Uncle Nihat sells stationery. Sister Zeynep studies medicine, and Brother Hakan is a young man from the neighborhood.

3.4.2. Pj masks

Pj masks is a popular animated television series that airs on Disney Junior and stars three best friends, Greg the Gekko, Amaya the Owlette, and Connor the Catboy. The show was created by French author Romuald Racioppo and produced by Entertainment One in collaboration with Frog Box. The show debuted on September 18, 2015, and has since aired over 100 episodes spread across five seasons.

It is a superhero, action, and science fiction cartoon (Erşan & Er, 2022). The show follows the adventures of three six-year-old friends, Connor, Amaya, and Greg, who transform into their superhero alter egos, Catboy, Owlette, and Gekko, respectively, at night to save the day from various villains and their schemes. Each character possesses unique superpowers, such as super speed, flight, and the ability to climb walls (See Figures 3.4 and 3.5). They struggle as a team against bad people and, in general, use violence to protect themselves (Ercen et al., 2022).

As Pj masks were chosen as recreational content, the 'General Audience' Smart Signs approved by The Radio and Television Supreme Council (RTÜK) were used as a model.



Figure 3.3. The Main Characters before They Transform



(a)



(b)

Figure 3.4. Characters that Pjmaskes Transform into as they Fight Evil, Season 2
Episode 1 (a) and (b)

3.4.3. Instructions

The guidelines used by various studies were used as a reference while preparing the instructions for families to follow while watching the content. Direct statements and questions about the content, statements of intent and attribution, statements that will explain cause-effect relationships such as reasoning and problem solving, and positive and negative feedback about the characters were all emphasized in Stoneman and Brody's (1982) study.

The instructions, developed in accordance with Valkenburg's (2001) guidelines, aim to help children understand what they see when they watch, explain why certain things actors do are good or bad, the reasons for TV characters' behavior, and what something on TV means. Pempek and colleagues (2011) study was used as a reference point for watching frequency. It was decided on four times per week, with eight videos to be completed in two weeks.

In this study, special instructions are given for two content and the given episodes, separately for educational and recreational content (See Appendix 4 and 5).

3.5. Procedure

Among the 60 participants, 10 were recruited from Villa Minikler Preschool, 21 from Masal Gibi Preschool, Gaziemir branch, and 29 from Masal Gibi Preschool, Karabağlar branch.

First, the ethical approval from the Yaşar University Rectorate was obtained (See Appendix 6). Before starting the study, preschools such as Villa Minikler Preschool and Masal Gibi were visited. The study was explained to the principals of the schools and their approval was obtained. Then, an invitation letter was sent to the parents (see Appendix 7). The parents who answered positively were randomly assigned to one of the study's groups. Parents who agreed to participate in the study were invited to the kindergarten by appointment, and the study was thoroughly explained. It was also emphasized that participation in the research was entirely voluntary. Then they watched a short segment of Sesame Street or Pj masks to see if they wanted their children to watch it. The determined contents were continued because no negative evaluations of the contents to be watched were made. All of the families who took part

in the study signed informed consent (See Appendix 8, 9, 10, and 11). The Early Childhood Parent Media Mediation Scale was administered to the parents at the conclusion of the appointment. Families were given content links, and none of them had any difficulty viewing the content (See Appendix 12 and 13).

In addition, guidelines for the Parental Mediation groups were provided. Each child was tested in an empty preschool classroom. Before beginning the application, classroom arrangements were made, and the children's names were written on the forms. Each child was examined separately. The language/cognitive component of the Ankara Gelişim Tarama Envanteri (AGTE) and the Peabody Picture Vocabulary Test were used. During the PPTV, care was taken not to rush the participant and to allow enough time for the participant to select the image. The exams were given in a setting where students would not be disturbed by other students at their schools. The level of illumination in the environment was adjusted to ensure that the pictures could be seen. The application took about 15 minutes on average. The administration took about 30 minutes for each child, and the order of the tests was randomized. All scales were administered twice as pre-test and post-test to each child before and after the application. The pre-test and post-test data collection took 14 days in total.

Following the pre-tests in the study, only the parents of the children in the experimental group were given instruction sheets about stimuli prepared by the researcher. Over the course of two weeks, all participants watched episodes of Sesame Street or Pj masks (a total of eight episodes, four each week). Every three days, parents were called to see how things were going. Phone calls revealed any serious conflicting events. Some families have discovered that their children's motivation to watch television may wane from time to time. They were told that they could divide the episodes into two parts in this case. Participants assigned to Parental Instruction groups had a discussion section between the parent and child in line with the given instructions in both educational and recreational content. The children in the control groups and their parents were not given any treatment; they simply watched the videos. Furthermore, for two weeks, all parents recorded when, from whom, and on what device their child watched the given videos.

The second session began after the parents delivered the papers containing the children's viewing information to the school. As a follow-up, each child was tested again in an empty preschool classroom using the AGTE (Language/Cognitive part

only) and the Peabody Picture Vocabulary Test. Finally, it was stated that the sessions provided as encouragement could be used within one year. Since three families chose Migros gift vouchers, incentives were provided to the families without a drawing.

3.6. Statistical Procedure and Data Analysis

In the analysis of the quantitative data, the scores of the children on the Peabody Picture Vocabulary Test and the Ankara Gelişim Tarama Envanteri were computed, and the Early Childhood Parental Media Mediation Scale responses were entered into the IBM SPSS software. The analysis included a within-subjects variable of measurement (pre-test and post-test), a between-subjects variable of watched content (educational and recreational), and a parental mediation (with and without mediation) variable, with the outcome variable being receptive language scores. Three-Way Repeated Measures ANOVA, Paired Samples t-test (for Hypothesis 1, 2, and 3), and Independent Samples t-test (for Hypothesis 4, 5, and 6) were used to investigate the effects of watched content, measurement, and parental interaction on receptive language scores.

Mann-Whitney U tests were used for Ankara Gelişim Tarama Envanteri language-cognitive scores since the data was not normally distributed. Finally, two Independent Samples t-tests were used for the Early Childhood Parental Mediation Scale score for the content and parental mediation groups.

3.7. Pre-Analyses

3.7.1. Peabody Picture Vocabulary Test

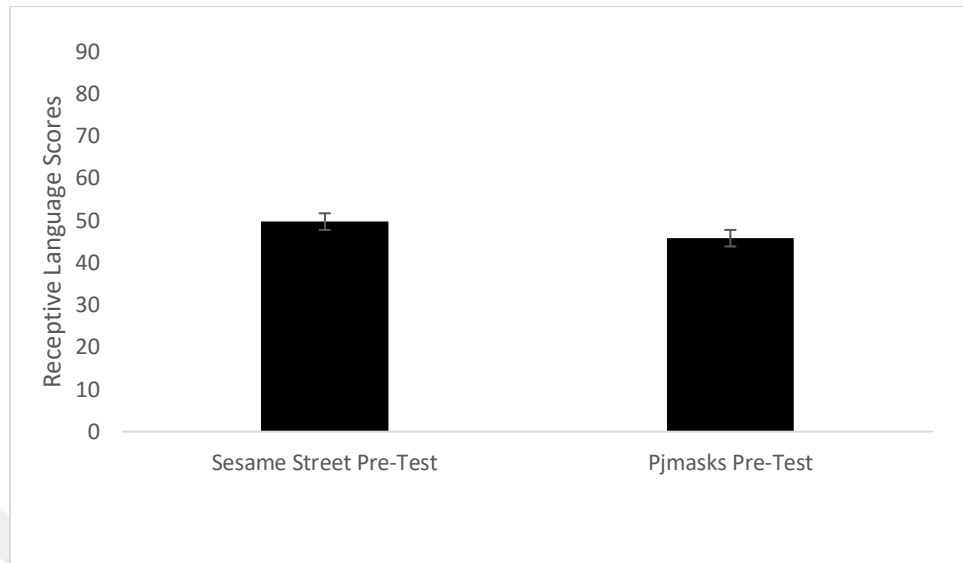


Figure 3.5. The difference between Sesame Street Pre-Test and Pj masks Pre-Test

An independent samples t-test was used to determine whether there were differences from the start of the given contents. There were no significant differences between the starting point of receptive language scores for educational content and the starting point of receptive language scores for recreational content ($t(58) = -1.09, p = .28$) (See Figure 3.5.) Therefore, hypothesis 3 was supported.

3.7.2. Early Childhood Parental Mediation Scale

Although the study used a random assignment, this scale shows the mediation style of families was used to keep it under control.

3.7.2.1. content

To understand the changing scores of Sesame Street and Pj masks, an independent samples t-test was performed. There was no statistically significant difference between the Sesame Street and Pj mask groups ($t(28) = .848, p = .40$).

3.7.2.2. parental mediation

An independent samples t-test was used to compare the changing scores of groups that received parental mediation and those that did not receive parental mediation. There was no statistically significant difference between the group with parental mediation

and the group without parental mediation ($t(58) = .933, p = .36$).



CHAPTER 4

RESULTS

4.1. Descriptive Statistics and Normality Tests

4.1.1. Descriptive Statistics

4.1.1.1. Peabody Picture-Vocabulary Test

Table 4.1. Descriptive Statistics of Peabody Picture-Vocabulary Test for Pre-Test

	N	Mean	Median	Std. Deviation	Min.	Max.	Skewness	Kurtosis
PPTV- Age 3	11	40.55	42	13.94	18	62	-.315	-.535
PPTV- Age 4	16	42.75	42.50	10.90	27	69	.839	.612
PPTV- Age 5	19	47.79	47	10.65	27	72	.333	.421
PPTV- Age 6	14	59.14	62	15.45	25	78	-.715	.723
Total	60	47.77	46.50	15.88	18	78	.071	-.502

The descriptive statistics of Peabody Picture-Vocabulary Test Pre-Test scores has shown in Table 1. In the study with 60 participants in total, the majority of participants were 5 years old ($N=19$). The data was normally distributed considering the kurtosis and skewness values.

Table 4.2. Descriptive Statistics of Peabody Picture-Vocabulary Test for Post-Test

	N	Mean	Median	Std. Deviation	Min.	Max.	Skewness	Kurtosis
PPTV- Age 3	11	51.36	58	16.07	22	71	-.836	-.281
PPTV- Age 4	16	59.13	57.50	15.44	30	82	-.073	-.712
PPTV- Age 5	19	66.47	65	11.37	48	83	-.059	-.323
PPTV- Age 6	14	72.64	73	15.54	40	92	-.688	-.200
Total	60	63.18	63	15.88	22	92	-.402	-.114

The descriptive statistics of Peabody Picture-Vocabulary Test Post-Test scores has shown in Table 2. The data was normally distributed considering the kurtosis and skewness values.

4.1.1.2. Ankara Gelişim Tarama Envanteri

Table 4.3. Descriptive Statistics of Ankara Gelişim Tarama Envanteri for Pre-Test

	N	Mean	Median	Std. Deviation	Min.	Max.	Skewness	Kurtosis
AGTE- Age 3	11	54	56	4.59	46	59	-.846	-.921
AGTE- Age 4	16	56.19	56	2.29	52	60	-.110	-.723
AGTE- Age 5	19	59.11	59	2.47	53	64	-.308	.338
AGTE- Age 6	14	61.14	62.50	3.37	52	64	-.760	.320
Total	60	57.27	58	4.05	46	65	-.786	.822

The descriptive statistics of Ankara Gelişim Tarama Envanteri Pre-Test scores has shown in Table 3. The data was normally distributed considering the kurtosis and skewness values.

Table 4.4. Descriptive Statistics of Ankara Gelişim Tarama Envanteri for Post-Test

	N	Mean	Median	Std. Deviation	Min.	Max.	Skewness	Kurtosis
AGTE- Age 3	11	54.36	57	4.82	46	60	-.855	-.911
AGTE- Age 4	16	56.43	56	2.71	52	62	-.213	.116
AGTE- Age 5	19	59.42	60	2.59	53	64	-.522	.907
AGTE- Age 6	14	61.64	63	3.00	55	65	-.907	-.278
Total	60	58.27	58	4.05	46	65	-.786	.822

The descriptive statistics of Ankara Gelişim Tarama Envanteri Post-Test scores has shown in Table 4. The data was normally distributed considering the kurtosis and skewness values.

4.1.1.3. Early Childhood Parental Media Mediation Scale (ECPMMS)

Table 4.5. Descriptive Statistics of Early Childhood Parental Media Mediation Scale

	N	Mean	Median	Std.Deviation	Min.	Max.	Skewness	Kurtosis
ECPMMS- Age 3	11	159.36	161	24.10	126	200	.066	-.918
ECPMMS- Age 4	16	159	156.50	25.69	117	199	-.031	-.294
ECPMMS- Age 5	19	165.95	166	17.81	122	193	-.601	.657
ECPMMS- Age 6	14	164.43	172.50	32.52	98	202	-.841	.363
Total	60	162.53	166	24.61	98	202	-.560	-.170

The descriptive statistics of Early Childhood Parental Media Mediation scores has shown in Table 5. The data was normally distributed considering the kurtosis and skewness values.

4.1.2. Normality Tests

4.1.2.1. Peabody Picture Vocabulary Test

The Kolmogorov-Smirnov test was used to analyze the normal distribution dataset. AGTE language-cognitive scores for 3-year-olds were normally distributed, with Kolmogorov-Smirnov (11) = .27, $p = .12$. AGTE language-cognitive scores for 4-year-olds were normally distributed, with Kolmogorov-Smirnov (16) = .13, $p = .20$. AGTE language-cognitive scores for 5-year-olds were normally distributed, with Kolmogorov-Smirnov (19) = .13, $p = .20$. Furthermore, AGTE language-cognitive scores for 6-year-olds were normally distributed, with Kolmogorov-Smirnov (14) = .14, $p = .20$. As a result, the findings revealed that data were normally distributed across all age groups.

4.1.2.2. Ankara Gelişim Tarama Envanteri

AGTE language-cognitive scores for 3-year-olds were normally distributed, with Kolmogorov-Smirnov (11) = .22, $p = .13$. AGTE language-cognitive scores for 4-year-olds were normally distributed, with Kolmogorov-Smirnov (16) = .10, $p = .20$. AGTE language-cognitive scores for 5-year-olds were normally distributed, with Kolmogorov-Smirnov (19) = .17, $p = .16$. However, AGTE language-cognitive scores for 6-year-olds were not normally distributed, with Kolmogorov-Smirnov (14) = .24, $p = .02$. Since the data was not normally distributed according to the Kolmogorov-Smirnov test, the AGTE language-cognitive scores will be analyzed using the Mann-Whitney U non-parametric test.

4.1.2.3. Early Childhood Parental Media Mediation Scale

To analyze the dataset from a normal distribution, the Kolmogorov-Smirnov test was used. Parents' media mediation scores were normally distributed across all ages, with Kolmogorov-Smirnov (11) = .15, $p = .20$ for 3-year-olds, Kolmogorov-Smirnov (16) = .13, $p = .20$ for 4-years-olds, Kolmogorov-Smirnov (19) = .14, $p = .20$ for 5-years-olds, and Kolmogorov-Smirnov (14) = .17, $p = .$. As a result, the findings revealed that data were normally distributed across all age groups.

4.2. Peabody Picture Vocabulary Test

4.2.1. General Findings

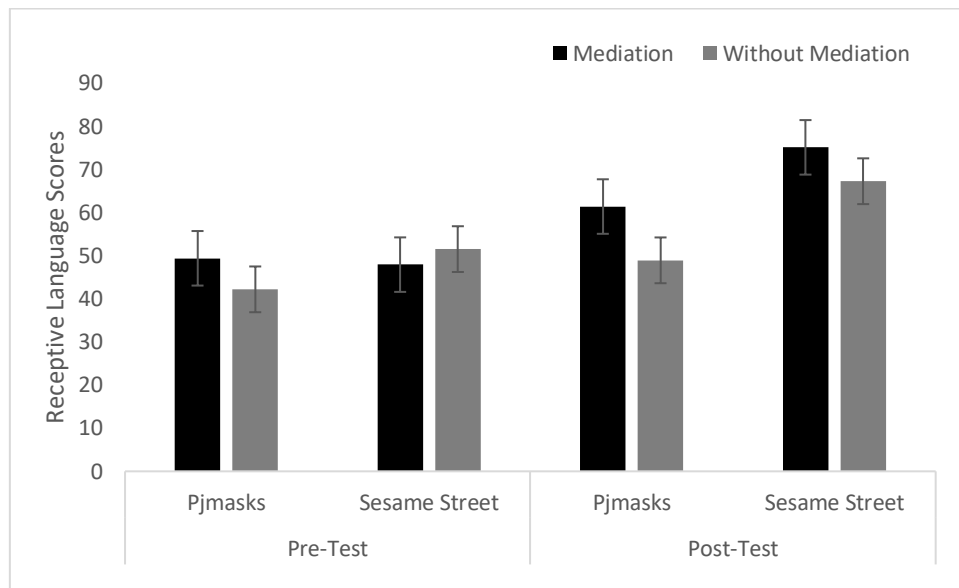


Figure 4.1. General Findings of the Experiment

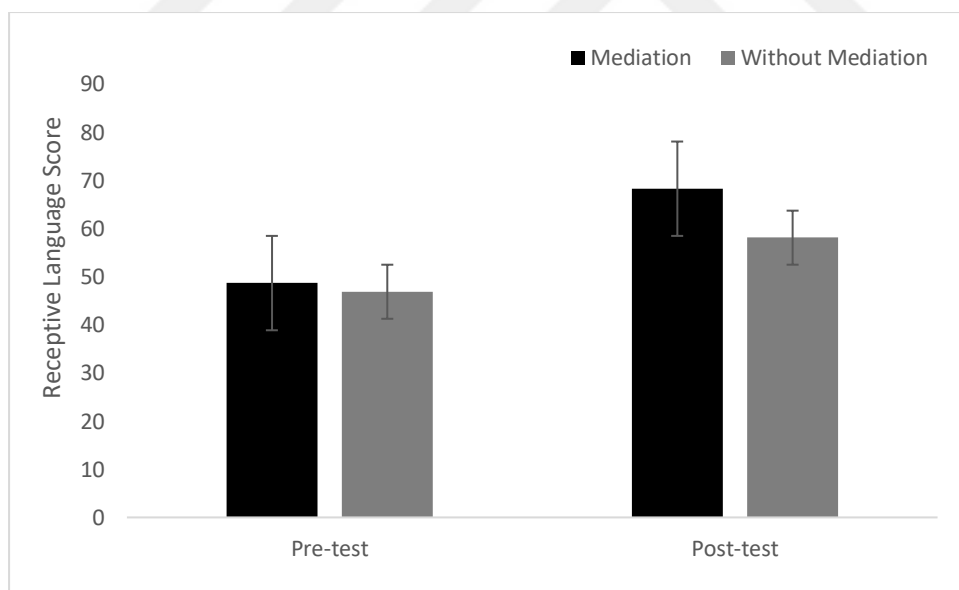


Figure 4.2. Measurement and Parental Mediation

The watched content, parental mediation, and measurement time used throughout the research were examined together. For this, three-way repeated measures analysis of variance (ANOVA) with ‘measurement’ as the within-subjects variable, ‘content’ as the between-subjects variable, and ‘parental mediation’ as the between-subjects

variable [measurement (pre-test, post-test) X content (Sesame Street, Pj masks) X parental mediation (Mediation, Without Mediation)] was conducted. A significant main effect was found for measurement [$(F(1,56) = 432.54; p = .001, \eta_p^2 = .89)$] and for content [$(F(1,56) = 8.63; p = .005, \eta_p^2 = .13)$] whereas no significant main effect for the parental mediation variable [$(F(1,56) = 3.10; p = .08, \eta_p^2 = .05)$] (See Figure 4.1). There were two significant interactions; between measurement and parental mediation [$(F(1,56) = 31.85; p = .001, \eta_p^2 = .36)$] (See Figure 4.2.) and measurement and content [$(F(1,56) = 66.61; p = .001, \eta_p^2 = .54)$]. However, no significant mediation between content and parental mediation was found [$(F(1,56) = 1.28; p = .26, \eta_p^2 = .02)$]. In addition, there was a significant interaction between measurement, content, and parental mediation [$(F(1,56) = 4.37; p = .04, \eta_p^2 = .07)$].

4.2.2. Measurement: Sesame Street

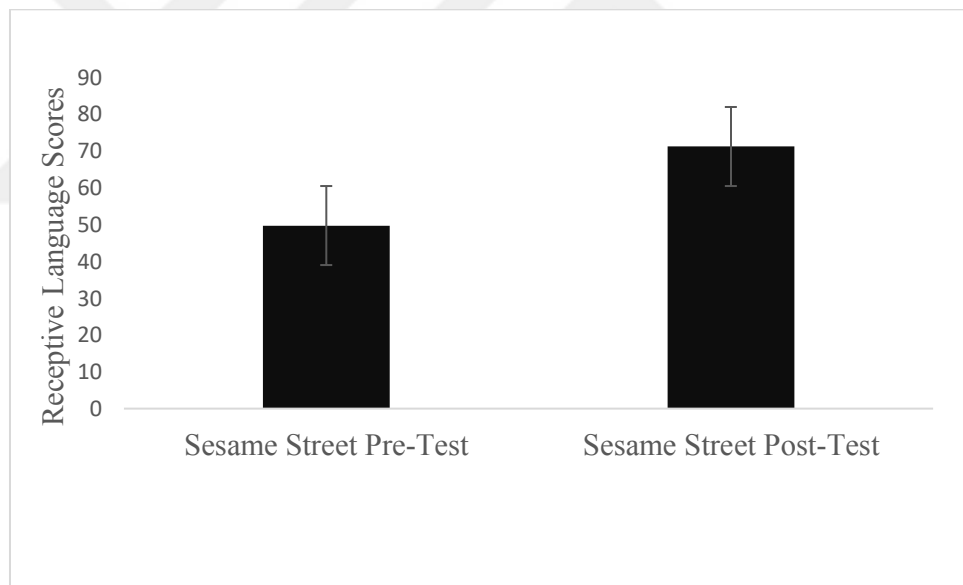


Figure 4.3. Receptive Language Pre-and-Post-Test Scores for Sesame Street

A paired-samples t-test was used to see if there was a significant difference in receptive language scores between the pre- and post-tests for children who watched Sesame Street. Hypothesis 1 is supported by the finding that there was a significant difference in receptive language scores between the pre-test and post-test in the educational content condition ($t(29) = -12.467, p = .001$) (See Figure 4.3.).

4.2.3. Measurement: Pj masks

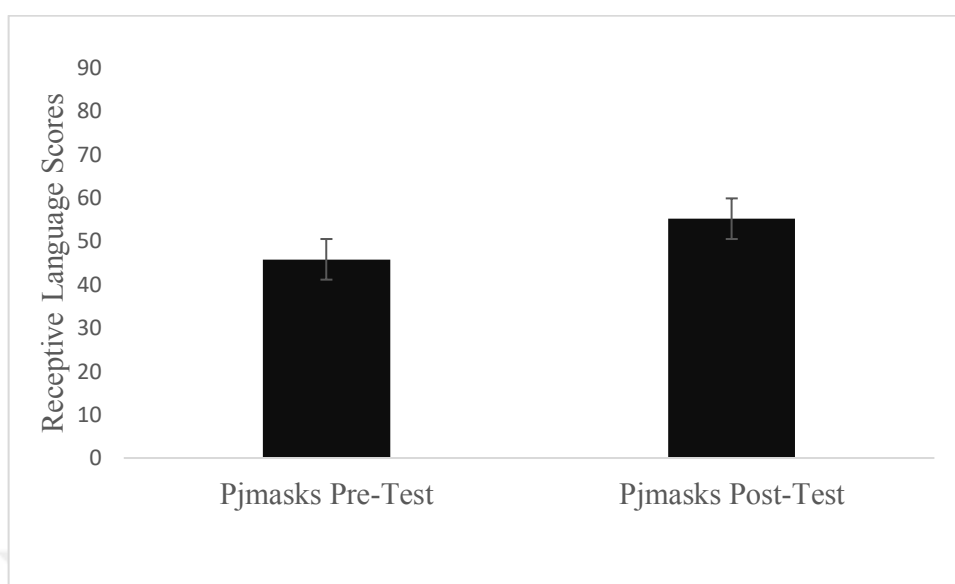


Figure 4.4. Receptive Language Pre-and-Post-Test Scores for Pj masks

A paired-samples t-test was used to compare whether differences between pre- and post-tests for Pj masks. In the recreational content condition, there was a significant increase in receptive language scores between the pre-test and post-test ($t(29) = -9.721, p = .001$) (See Figure 4.4.). Hypothesis 2, which was developed in response to the nature of the recreational content, does not supported. The various explanations will be discussed.

4.2.4 Content

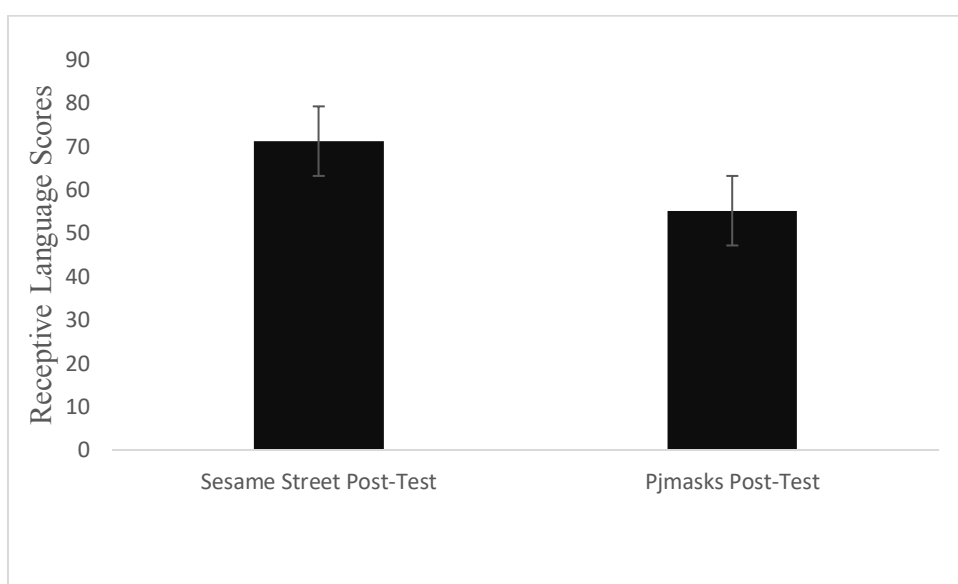


Figure 4.5. Receptive Language Post-Test Scores for Sesame Street and Pj masks

An Independent Samples t-test was used to determine the difference in post-test receptive language scores of the contents. There was a significant difference between Sesame Street and Pj masks post-test scores ($t(58) = -4.50, p = .01$) (See Figure 4.5.). Hypothesis 4 was supported; children who watch educational content have higher post-test receptive language scores than children who watch recreational content.

4.2.5 Parental Mediation

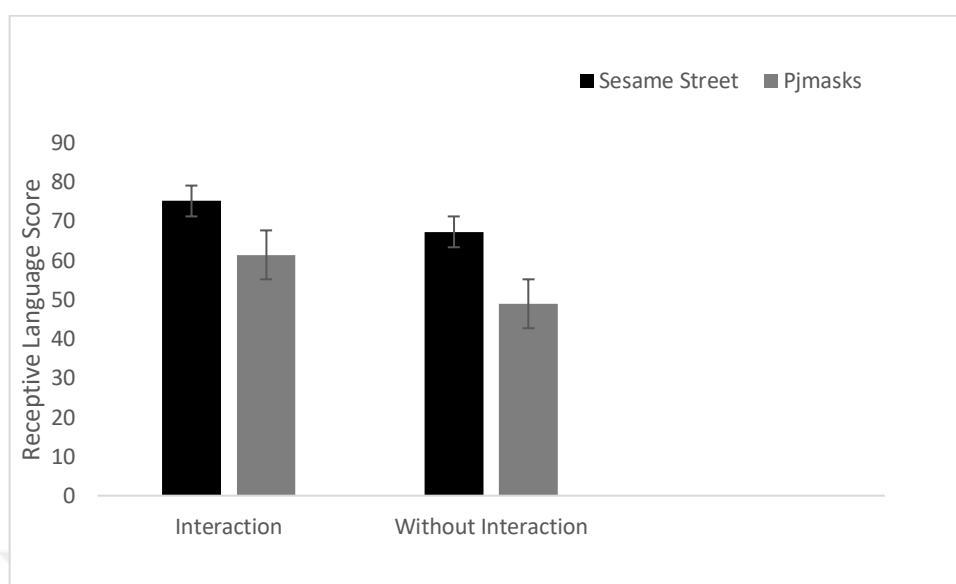


Figure 4.6. Receptive Language Post-Test Scores of Pj masks and Sesame Street for Parental Mediation

To better understand the relationship between measurement and parental mediation groups, independent samples t-tests were used. There was no significant difference in receptive language scores between the groups that watched Sesame Street with parental mediation and the groups that watch Sesame Street without parental mediation ($t(28) = 1.73, p = .10$) (See Figure 4.6.). As a result, hypothesis 5 is not supported. The various explanations will be discussed.

Furthermore, the findings revealed a significant difference in post-test receptive language scores between groups that watched Pj masks but did not receive parental mediation and those that did ($t(28) = 2.55, p = .02$) (See Figure 4.6.). That is, those who watched Pj masks with parental mediation had significantly higher post-test receptive language scores than those who watched Pj masks without parental mediation. As a result, hypothesis 6 is supported. This may imply that parental mediation is important when recreational content is provided rather than educational content. More in-depth explanations will be provided.

4.3. Ankara Gelişim Tarama Envanteri (AGTE)

To keep the manipulation under control, the participants' language-cognitive scores were checked using a development test. The Mann-Whitney U Test was used as a result of the normality test analysis since the AGTE scores of 6-year-olds were not normally distributed in both the pre-test and post-test.

4.3.1. Content

A Mann-Whitney U Test revealed that the AGTE post-test scores of the Sesame Street group were not statistically significantly higher than the Pj masks group, $Z = -1.65$, $p = .10$. It can be said that the content watched has no significant effect on the language-cognitive scores of the participants.

4.3.2. Parental Mediation

A Mann-Whitney U Test revealed that the AGTE post-test scores of the parental mediation groups were not statistically significantly higher than the AGTE post-test scores of the non-parental mediation groups, $Z = -1.15$, $p = .25$. The instructions may only apply to changing the receptive language scores, may not have an effect on language-cognitive scores. Detailed explanations will be mentioned in the discussion section.

CHAPTER5

DISCUSSION

5.1. Summary and Discussion of Results

The goal of this study was to discover more about the association between screen-based media content, parental mediation, and receptive language scores in children aged 36 to 72 months. This study was based on the statement of AAP that quality content and parental mediation in children's learning will increase the benefits of media use (Brown et al., 2015), with preschool children being a more vulnerable group to media influence. Children are born into the digital age and the time spent with the screen is increasing (e.g., Gündoğdu et al., 2016). Although we do not have clear information about excessive screen exposure in early childhood, this study is important since studies involving children's screen use in the literature focus on the population aged nine and over (Şen et al., 2020). Moreover, although there are no statistics available for the preschool period in Turkey, internet use among children aged 6 to 15 was 50.8% in 2013 and is expected to increase to 82.7% by 2021 (Turkish Statistical Institute, 2021). Considering that children acquire important skills in the pre-school period and form the basis for the future, it is critical to conduct research on this effect during the early childhood period.

The opportunities provided by the digital world appear to have strengthened its place in our lives with COVID-19. During this time, information is changing quickly, and there has been a rapid increase in the use of technological devices as access to information has accelerated (Kılınç, 2015). Furthermore, the effects of electronic media have long been debated (Kirkorian et al., 2008). Although it has been observed that these opportunities have a negative impact due to changing eating habits and immobility caused by prolonged viewing, media has positive effects such as learning opportunities and facilitation (Şen et al. 2020). According to the digital media content, it can be used for entertainment or learning. Consumption of educational media is generally associated with high academic achievement and cognitive improvement,

whereas consumption of purely entertainment media is associated with low academic achievement (Kirkorian et al., 2008).

Furthermore, the literature emphasizes that parental media commentary can have both positive and negative effects on children (Vandewater et al., 2005). In this context, parental mediation can be viewed as an important strategy for developing media use skills, in accordance with Vygotsky's (1986) developmental theory. Parental attitudes can reinforce media influence while also helping to prevent negative media effects (Nikken & Schols, 2015).

The current study sought to provide a clear understanding of the changes in preschool children's receptive language scores as a result of the media they watch, as well as the role of parental mediation in this context. The findings are significant as language development is increasing during this period. The goal is to specifically investigate the impact of educational and recreational media use on receptive language development. Another goal is to observe the impact of parental mediation on the course of receptive language in media use. The findings of this study, which investigates whether the receptive language development of 36-72-month-old children attending kindergarten differs according to parental mediation and media content, will be attempted to be explained within the framework of the hypotheses outlined in the research's aims section.

According to the relevant literature, media can influence receptive language skills in the preschool period; however, it is emphasized that the content is important in this effect. Furthermore, in today's world, the role of technology has grown, and the positive impact of media can be seen when parents take responsibility and participate in media use.

In this study, the effect of manipulation on comprehension was examined in the short term rather than the long term by removing external factors. As a result, rather than developing a skill and externalizing it as a product, receptive language was chosen to provide results with vocabulary in the short term. The Peabody Picture Vocabulary Test (PPVT) was chosen specifically as it is simple to administer, allows children to do it without having to explicitly perform at a high level, and provides rich information about vocabulary level. Furthermore, in our country, the Early Childhood Parental Media Mediation Scale is being developed in relation to parental mediation. It was

chosen to detect any differences in the participants' parental mediation prior to the manipulation. Ankara Gelişim Tarama Envanteri is a test that assesses children's overall development. Although it had no effect on the study's dependent variable, only the language-cognitive portion of the inventory was used for control purposes. Furthermore, while the chosen developmental screening inventory has no direct effect on the outcome, it is worth noting that it is an old developmental test that was developed in our country 30 years ago and may not be a complete reflection of today.

Since the contents provided were not identical, a preliminary analysis was conducted to determine if there was a difference in the receptive language scores of children who were exposed to stimuli before the study began. The third hypothesis's goal is to confirm that there is no difference at all. There was no significant difference in pretest scores between children watching Sesame Street and Pj masks, as expected. Furthermore, even though the study used random assignment, technological mediation of families was examined using the Early Childhood Parental Mediation Scale to see if there was a difference between groups. The analysis revealed no significant differences between the groups. Moreover, whether there is interaction in both contents or between the contents, there was no significant difference in total scores on the parental mediation scale, as expected. As a result, any difference was discovered at the start of the study.

In general, the main effect of measurement and content was discovered, whereas parental mediation did not. The reason for the measurement may also be the time effect, while the study continues, the children continue to learn.

In terms of measurement, content, and parental mediation interaction, it is emphasized that there is no difference in pre-test receptive language scores between groups that received and did not receive parental mediation for both contents. However, in the post-test, there is a significant difference between the groups that received and did not receive mediation between the two contents, which shows a significant change after parental instruction manipulation. Also, there is a significant difference in receptive language scores between the pretest and posttest in the group with parental mediation compared to the group without parental mediation for measurement and parental mediation interaction. That is, children who received parental mediation had higher receptive language scores. These two interaction findings are consistent with the literature as the parental mediation has an important place in the progress of children,

especially in the use of media (e.g., Nathanson, 2001). Various study shows that children make sense of the content they are exposed to through parents (Özdil & Tuğluk, 2021).

The level of significance for each content was examined for measurement and found to be significant for both Sesame Street and Pj masks. For both content, there is an overall increase from pre-test to post-test. This result supports hypothesis 1 but does not support hypothesis 2. The first hypothesis found that children who watched educational content between the pretest and posttest had significantly higher receptive language scores. This hypothesis is supported; it is an expected outcome as the success of Sesame Street has been demonstrated in numerous studies in the literature (e.g., Mares & Pan, 2013). It is a long-running children's television show that has been credited with helping to promote language development in young children. According to this study, watching Sesame Street has a positive effect on children's receptive language development.

Second, it was expected that the receptive language scores of children who watched recreational content would not change statistically significantly between the pre-test and post-test. The findings, however, show that children who watch Pj masks have significantly higher receptive language scores. As a result, the second hypothesis is not supported. Pj masks may not be fully considered recreational content, which could explain this result. A recent study examining certain cartoons in Turkey in terms of values found that Pj masks both directly and implicitly include some values that should be taught to children in the preschool period (Erşan & Er, 2022). It has been deduced, for example, that the value of assisting the children who watch the cartoon is instructive because the value of cooperation is sufficiently included. Furthermore, as previously stated, the effect of parental mediation may be observed more in recreational content than in the intensity of educational content. As a result, the gap between Sesame Street and it may be closed in receptive language score.

Parental mediation is another possible explanation for the effect of content on receptive language score. Due to the Sesame Street's rich content, an increase in receptive language score was observed between the pre-test and post-test, whereas the increase in Pj masks viewers may be due to families participating through parental mediation rather than content.

In the fourth hypothesis, post-test scores of children watching educational and recreational content were compared. It can be seen that children who watched educational content improved their receptive language scores more than children who watched recreational content in the post-test. Given that recreational content aims to entertain and relax, whereas educational content has educational purposes, this result was expected.

The fifth hypothesis predicted that children with parental mediation in the Sesame Street group would have higher receptive language scores than those who did not have mediation. However, no statistically significant difference existed between these groups. Furthermore, the sixth hypothesis predicted that the group that received parental mediation in Pj masks would have higher receptive language scores than those who did not. Since there was a statistically significant difference between these groups, this hypothesis was supported. There is no need for parental intervention given the content on Sesame Street is already effective. However, because Pj masks contain recreational content, parental mediation is more important. That is, parental mediation has an effect similar to the content in this study.

That is, there was no significant interaction between content and parental mediation. Only the post-test result was significant in this relationship. Thus, parental mediation alone had no effect on receptive language scores; there was no change between the pre- and post-tests in relation to parental mediation. The role of parental mediation in receptive language scores varies depending on the content watched; it is ineffective for educational content but has an effect on recreational content. As a possible explanation, parental mediation may be replacing with educational content in the case of recreational content. Parental mediation is not required in Sesame Street because the content is sufficient; however, parental mediation is more important in Pj masks. Since such a study has not been encountered in the literature, it may be a novel finding.

The Ankara Gelişim Tarama Envanteri language-cognitive scores show that parental mediation or content had no effect on post-language-cognitive scores. One possible explanation is that the manipulation only affected the receptive language score and not the language-cognitive score. That is, it has no effect on the overall developmental test score, but it does have an effect on the receptive language score, which is the dependent variable in this study.

Overall, when Sesame Street is compared to Pjmask, PPTV score increases with Sesame Street. In addition, while the main effect of parental mediation is expected in the PPTV score, an interaction effect is found. That is, when Pjmask is watched, parental mediation is more effective in receptive language scores than Sesame Street.

5.2. Other Possible Explanations for Results

There may be other factors explaining the study's findings. The literature shows that the factors mentioned in this chapter show complicated findings on language development in early childhood. In addition to the findings of this thesis, other explanations may be possible.

5.2.1. Social Environment and Interactions

Although language development occurs in the same order, the social environment influences the rate at which it occurs. That is, the child's language potential can be influenced by his or her social environment.

5.2.1.1. education level

Since parents' education level influences their knowledge, attitudes, and behaviors regarding child education, it is an important factor in the child's learning and use of language (Çelimli, 2013). In particular, the mother's education level and the quality of the home ambiance predicted frequent viewing of educational programs and infrequent viewing of recreational programs (Huston et al., 1999). However, it is also possible to lose control of the content watched as the time spent with the child decreases due to work. For example, while the two mothers, one with a lower education level and one with a higher education level, devote equal time to their children, there are qualitative differences in the stimuli they will provide during their conversations (Öztürk, 1995). Due to the time devoted to work, although the quality of the speech increases, there is also a decrease in the quantity.

5.2.1.2. socioeconomic status

Children from low-income families are more likely to experience delays in areas such as academic achievement, school readiness, and language development (Rodriguez & Tamis-LeMonda, 2011). However, it cannot be said that children from low-income families are more backward or deficient in language development. It should be noted that there is a 'difference' between these socioeconomic levels. That is, children from

higher socioeconomic backgrounds can easily apply what they have learned from their families, whereas children from lower socioeconomic backgrounds may require a longer learning process (Şahin & Aksu, 1980).

5.2.1.3. preschool

Kindergartens provide a rich, stimulating environment that allows children to use language more effectively. Although all children are found through preschool education institutions, how long they have attended these institutions may be important. Participation in a variety of educational activities may also improve language skills (Fiorini & Keane, 2014). For instance, a study looked into the impact of preschool education on children's receptive language skills. Children with preschool education had significantly higher receptive language PPTV scores than those without (Temiz, 2002). Nevertheless, studies on this subject are very few in the literature and there are no conclusions that can be drawn.

5.2.2. Gender of the Child

The gender of the subjects was taken into account in terms of demographic information in the current thesis study; the gender factor was not evaluated as an independent variable. Previous research has yielded varying results regarding the effect of gender factors on language development. There are studies, for example, that show no significant difference in the language development levels of girls and boys (e.g., Öztürk, 1995). According to a meta-analysis of 18 studies conducted in Turkey examining language development in children aged 0 to 6, language development does not differ by gender (Keskin et al., 2015). On the other hand, some studies show that girls outperform boys in terms of language development (e.g., Temiz, 2002). That is, the language skills of girls are more developed in terms of speaking more, knowing more words, and using regular sentences (Muslugüme, 2016).

5.2.3. Number of Siblings

The effect of the number of siblings on language development is also unclear. According to a Turkish study, when the number of people in the family is low, the attention and time that the parents will show to the children is greater than in large families (Erdoğan et al., 2005). They argue, however, that the quality of attention and time spent is more important than the number of siblings. However, in multi-

populated families, the number of people with whom children can communicate and interact other than their parents may have a positive effect on language development. Furthermore, the development of receptive language in childhood is linked to the child's family and close environment, as well as the child's cultural opportunities and a rich stimulating environment (Eryılmaz et al., 2019). Many studies, however, found no significant relationships between the number of siblings and language scores (e.g., Aydoğan & Koçak, 2003; Erdoğan et al., 2005; Öztürk, 1995).

5.3. Methodological Considerations and Limitations

Several points concerning experimental concerns and conditions can be discussed in order to further elucidate the study's findings.

To begin with, educational and recreational content may not be on the same level. Sesame Street is the most enduring example of educational content for children, emerging as a result of extensive research. Numerous studies have highlighted the importance of this content in areas such as literacy, social behavior advancement, and vocabulary comprehension (Palmer & Fisch, 2001). That is, it contains a wealth of research both before and after it was revealed. To date, it has been broadcast in over 130 countries and adapted to each country's local content (Mares & Pan, 2013). While adapting Sesame Street to our culture, a team was formed based on the program's goals. The mental development part is managed by Assoc. Dr. Nail Şahin; the social development part is managed by Prof. Dr. Ipek Gürkaynak; and the body-health development part is managed by Prof. Dr. Türkan Kutluay Meldol (Kars, 1990). Pj masks, on the other hand, is a 2015 British-French co-production whose content has not been adapted to Turkish culture. As recreational content shows aimed at children at the time of Sesame Street's release (e.g., Looney Tunes, Tom and Jerry, Howdy Doody, and Kukla, Fran, and Ollie) could be chosen (Kearney & Levine, 2019). Furthermore, the parts of the content that were used were chosen at random. If different episodes had been chosen, there could have been another significant difference in results.

A second issue to consider is parent-child interaction. Although interaction guides were provided to each parent in order to create a structured and controllable environment, it is possible that instructions were not fully implemented. It is unknown whether this type of interaction can be internalized by families. Although regular

communication with the participants is established and information about the process is obtained, it is not possible to fully comprehend how they adapt and implement.

Even though various studies are used as references, the validity of parental mediation is discussed. The guidelines provided, for example, are consistent with Valkenburg's (2001) findings; making sense of what she/he watches and distinguishing between good and bad, and what she/he sees on the screen can mean. Stoneman and Brody's (1982) study was also used to adapt questions about content, character intentions, and cause-effect relationships. However, these studies may be inappropriate for our culture, or they may be out of date because they were published a long time ago. For more in-depth studies, parental mediation theory can be examined considering previously researched parenting styles. For example, it has been observed that authoritative parents use restrictive mediation more than authoritarian and permissive parents (Eastin et al., 2006).

Furthermore, while the required minimum number of participants was exceeded based on the G-power analysis, future studies may consider increasing the sample size. This study is restricted to three private kindergartens in the province of Izmir. The receptive language level of preschool children is limited by the Peabody Picture-Vocabulary Test. Furthermore, this study is limited to data collected in February and March 2022. Due to the small sample size and the limited data collection area, repeating the study with a more representative sample will benefit the field. Furthermore, the participants in this thesis study were studied while precautions taken worldwide and in Turkey due to the COVID-19 pandemic were on the agenda. The number of participants in future studies may be increased.

Future research could look into the effects of various technological media tools, such as mobile phones, computers, tablets, and television. As technology advances, its limits become more unpredictable, and access grows as internet-based usage becomes more prevalent. As a result, the devices' availability and duration of use may vary.

A longer-term study can also be used to expand on the findings. It is also critical to consider the long-term effects of watching educational or recreational content on language development. Perhaps the difference in language learning between educational and recreational content will become meaningful over time. As a result, while the findings are significant, they do not provide generalizable judgments for the

literature.

5.4. Conclusion

For over 40 years, researchers have studied the impact of screen-based media on children's development. Digital technology advancements and product research will continue. Today's children are growing up in an era of highly personalized technology use experiences. Meanwhile, it is our responsibility to investigate the impact of this tool and determine how to use it most effectively.

According to the literature, it is impossible to make a definitive judgment about the effect of screen-based media consumption. As a result, defining the relationship between age-appropriate developmental expectations and screen use, as well as explaining the underlying mechanisms, is beneficial.

Our findings show that content and parental mediation have an impact on receptive language scores. When compared to recreational content, watching educational content resulted in a significant difference in receptive language scores. The increase in receptive language score as a result of educational content is a predictable result that has been mentioned numerous times in the literature (Mares & Pan, 2013). Parental mediation and recreational content, on the other hand, combine to have an educational content effect on the receptive language score. That is, it emphasizes parents' active mediating role in their children's media exposure.

The findings have theoretical implications; parental mediation was added to the content, and receptive language scores demonstrated an educational content effect in recreational content. As a practical application, besides the importance of educational content, the receptive language development of the child is affected as positively as watching educational content with parental mediation added to the recreational content. Perhaps one of the most important results is the effect of parental interaction on recreational content. In today's world, it would be unrealistic to believe that the only way to develop receptive language skills is through proper content selection. Given that children's circles of discovery expand as they grow older, it stands to reason that the content they will encounter will be more than just age appropriate. In this context, the family's mediation with the child is critical. Furthermore, we live in a world full of stimuli, and the combination of content and parental mediation will provide the most effective benefit to the child. Given that language acquisition is one of the most

important developmental areas of childhood, the findings are significant. This highlights the importance of the family, which serves as a scaffold in the development of the child.

Finally, the media is an important part of our lives, and the COVID-19 pandemic has strengthened its position. Given all of the advancements, we must act to manage the situation. Many organizations around the world are working on a guide for parents on screen use (e.g., Reid Chassiakos et al., 2016; The AAP, 2021). It is also stated that not all screen time is equal, and that some limitations can be managed through active mediation or co-viewing (Cycyk, & De Anda, 2021). Future studies can further investigate the role of parental mediation in language development.



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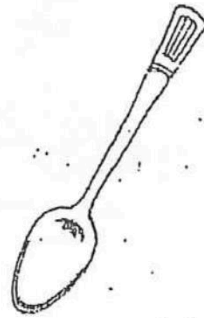


APPENDIX 1 – Peabody Picture-Vocabulary Test (PPTV)

8 Yaşın Altındaki Çocuklar İçin Yönerge;

“Seninle bir oyun oynayacağız. (Örnek A’yı göstererek) Bu karttaki bütün resimlere bak. (Her birini göstererek) ben sana bir sözcük söyleyeceğim, senin bu sözcüğe ait olan resme parmağını koymanı istiyorum. Hadi deneyelim. Parmağını ‘kedi resminin üzerine koy’. İstenileni yaptıktan sonra çocuğun Örnek B’ye geçerek ‘‘hadi bana muz’u göster ‘’ diyebiliriz.’’ Aferin, şimdi sana başka resimler göstereceğim. Her defasında bir sözcük söyleyeceğim, sen bana resmi bulacaksın. Bir süre sonra belki bazı sözcüklerin resimlerinin hangisi olduğundan emin olmayabilirsin, ancak ben senden tüm resimlere bakarak doğru olduğunu düşündüğün birini seçmeni istiyorum. Şimdi başlayalım. Bana (Kalemi) parmağınla göster.”

ÖRNEK A



Peabody Kayıt Formu

Adı-Soyadı:	Test Tarihi:
Oturduğu Yer: Şehir Merkezi: Gecekondu: Köy:	/20 Doğum Tarihi:
Aldığı Puan: Alıcı Dil Yaşı:	/20 Takvim Yaşı:

<u>Sıra Kelime An.</u>	<u>Sıra Kelime An.</u>	<u>Sıra Kelime An.</u>
1.Köpek (3)	34.Lamba (1)	67.Yaya (2)
2.Makas (3)	35.Aşçıbaşı (4)	68.Kadeh (4)
3.Ayakkabı (4)	36.Kemiren (1)	69.Ambulans (2)
4.Parmak (4)	37.Sıçan (1)	70.Nem (4)
5.At (2)	38.Toplayan (2)	71.Yağlama (1)
6.Otobüs (4)	39.Tırmanan (2)	72.Değerlendirme (3)
7.Çocuklar (2)	40.Yay (2)	73.Deşet (1)
8.Oturan (3)	41.Külâh (2)	74.Küre (1)
9.Masa (2)	42.Cımbız (1)	75.Profesör (4)
10.Para (4)	43.İşaret (1)	76.İsı (3)
11.Merdiven (3)	44.Örümcekağı(3)	77.Lehimleme (4)
12.Ceket (2)	45.Yardım (4)	78.Memnuniyet (3)
13.Yılan (1)	46.Çalan (4)	79.Mors (3)
14.Çivi (1)	47.Esneyen (2)	80.Çapara (1)
15.Kayık (3)	48.Fidan (2)	81.Eşekarısı (3)
16.Kaplumbağa (4)	49.Kanca (2)	82.İzleme (2)
17.Zil (1)	50.Yüklü (2)	83.Güveç (2)
18.Sandık (2)	51.Lokomotif (1)	84.İlah (1)
19.Lastik (3)	52.Balina (2)	85.Hayret (3)
20.Saklanan (4)	53.Saldıran (4)	86.Eyer (4)
21. Uçurtma (1)	54.Sevinç (3)	87.Dere (3)
22.Yüzük (2)	55.Takılan (2)	88.Kemer (3)
23. Süs (4)	56.Kemirici (2)	89.Kaptan (1)
24. Böcek (1)	57.Sonbahar (2)	90.Kimyager (4)
25.Makara (4)	58.Yelkenli (4)	91.Hendek (2)
26.Vuran (2)	59.Petek (2)	92.Sürtingen (1)
27.Öğretmen (2)	60.Zaman (1)	93.Hukuk (1)
28.Silah (2)	61.Dengeleyen (1)	94.Trabzan (3)
29.Berber (2)	62.İnşaat (3)	95.Konut (4)
30.Pişiren (4)	63.Sıralayan (1)	96.İtimat (3)
31.EkinToplayan(4)	64.Engel (2)	97.Saz (2)
32.Paraşüt (1)	65.Stadyum (1)	98.Vaha (1)
33.Çeken (1)	66.Nehir (1)	99.Casusluk (4)
		100.Safkan (3)

Test Gözlemleri:

**APPENDIX 2 – The Permission Letter of Early Childhood Parental Mediation
Scale**

T.C.

ANKARA ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ FAKÜLTESİ
TEMEL EĞİTİM BÖLÜMÜ
OKUL ÖNCESİ EĞİTİMİ ANABİLİM DALI

25/01/2022

Sayın Sena İrem,

Erken Çocukluk Ebeveyn Medya Aracılık Ölçeği Geliştirme Çalışması¹
çalışmamızın, ilgili yerlerde kaynak gösterilme şartıyla kullanılması uygun
bulunmuştur. Adı geçen çalışmadaki ölçme aracı sadece yüksek lisans tez
çalışmasında kullanılabilir ve başkalarına verilemez. Tezin tamamlanmasından sonra
biri örneğinin tarafımıza gönderilmesini rica ederiz.

İmza

Sorumlu Araştırmacı

Doç. Dr. Müge ŞEN

Ankara Üniversitesi Eğitim Bilimleri Fakültesi

Temel Eğitim Bölümü

Okul Öncesi Eğitimi Anabilim Dalı

Sayın Doç. Dr. Müge ŞEN,

Erken Çocukluk Ebeveyn Medya Aracılık Ölçeği Geliştirme Çalışması¹ isimli
ölçme aracı yüksek lisans tez çalışmam dışında başka bir araştırmada, izin almadan
kullanılmayacak ve tarafımdan başkalarına verilmeyecektir.

İmza

Sena İrem Taştıbanoğlu

¹ Şen, M., Demir, E., Teke, N. & Yılmaz, A. (2020). Erken çocukluk ebeveyn medya aracılık ölçeği
geliştirme çalışması. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 53, 228-265.

APPENDIX 3 – Early Childhood Parental Media Mediation Scale (Şen et al. 2020)

Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi e-ISSN:2146-5983 Yıl: 2020 Sayı: 53 Sayfa: 228-265

ERKEN ÇOCUKLUK EBEVEYN MEDYA ARACILIK ÖLÇEĞİ					
DEĞERLİ ANNE BABA, Aşağıdaki ifadeleri okuyarak, her bir ifade için size en uygun seçeneği işaretleyiniz.					
	Hk Bir Zaman	Nadiren	Zaman Zaman	Çoğunlukla	Her Zaman
1.Çocuğumla bilgisayarda/tablette/akıllı telefonda oynadığı oyunlar üzerine konuşurum.	☐	☐	☐	☐	☐
3.Çocuğumla televizyonda program izlerken program hakkında konuşurum.	☐	☐	☐	☐	☐
4.Çocuğumun televizyon izlemeyi sonlandırmasında/uyku saatini hatırlatmada ekran uyarılarını (akıllı işaretleri) kullanırım.	☐	☐	☐	☐	☐
5.Çocuğumun bilgisayarla/tablette/akıllı telefonda oynama süresini ben belirlerim.	☐	☐	☐	☐	☐
7.Bilgisayarla/tablette/akıllı telefonda oynama süresini ve saatini çocuğumla birlikte önceden konuşarak belirlerim.	☐	☐	☐	☐	☐
8.Çocuğuma uygun olmayan bir programın ailenin diğer üyeleri tarafından izlenmesine izin vermem.	☐	☐	☐	☐	☐
9.Çocuğumun televizyon izleme saatlerini düzenlerim.	☐	☐	☐	☐	☐
10.Çocuğumun izlediği TV programında cinsel içerikli görüntüler çıktığında kanalı değiştiririm.	☐	☐	☐	☐	☐
12.Çocuğumla birlikte televizyon izlerken ona içerikle ilgili sorular yöneltilir.	☐	☐	☐	☐	☐
13.Çocuğumun TV izleme süresini çocuğumla birlikte belirleriz.	☐	☐	☐	☐	☐
14.Çocuğuma TV ekranında gördüğü bazı şeylerin gerçek olmadığını anlatırım.	☐	☐	☐	☐	☐
16.Çocuğumla televizyon izlerken içeriğin gerçek dünyayı yansıtmadığı hakkında paylaşımlarda bulunurum.	☐	☐	☐	☐	☐
17.Çocuğumla bilgisayarda/tablette/akıllı telefonda oyun oynarken içeriğin gerçek dünyayı yansıtmadığı hakkında paylaşımlarda bulunurum.	☐	☐	☐	☐	☐
18.Çocuğumla birlikte bilgisayarda/tablette/akıllı telefonda oyun oynarken ona içerikle ilgili sorular yöneltilir.	☐	☐	☐	☐	☐
19.Yemek saatinde bilgisayarı/tableti/ akıllı telefonu kapatırım.	☐	☐	☐	☐	☐
20.Çocuğumun televizyonda izleyeceği programları belirlemede akıllı işaretleri dikkate alırım.	☐	☐	☐	☐	☐
21.Çocuğuma bilgisayarı/tableti/akıllı telefon oyunlardaki bazı şeylerin gerçek olmadığını anlatırım.	☐	☐	☐	☐	☐
22.Çocuğumun TV izleme süresini ben belirlerim.	☐	☐	☐	☐	☐
23.Çocuğumla televizyonda izlediği programlar üzerine konuşurum.	☐	☐	☐	☐	☐
24.Çocuğumun bilgisayarla/tablette/akıllı telefonda oynayacağı zaman aralıklarını temel gereksinimlerini (uyku, beslenme vb.) etkileyecek şekilde düzenlerim.	☐	☐	☐	☐	☐
25.Çocuğumun izleyeceği TV programlarının uygunluğunu önceden araştırırım.	☐	☐	☐	☐	☐
26.Çocuğumun televizyon izleme süresine sınır koyarım.	☐	☐	☐	☐	☐
27.Çocuğumla televizyonda izlediği program öncesinde program hakkında konuşurum.	☐	☐	☐	☐	☐
28.Çocuğumla birlikte televizyon izlerken içerikle ilgili ek bilgiler veririm.	☐	☐	☐	☐	☐
29.Çocuğumun izlediği TV programında şiddet içerikli görüntüler çıktığında kanalı değiştiririm.	☐	☐	☐	☐	☐
32.Çocuğumla televizyonda izlediği program sonrasında program hakkında konuşurum.	☐	☐	☐	☐	☐
33.Çocuğumun izlediği TV programında madde vb. kullanımı içerikli görüntüler çıktığında kanalı değiştiririm.	☐	☐	☐	☐	☐
34.Çocuğumla birlikte bilgisayarda/tablette/akıllı telefonda oyun oynarken içerikle ilgili ek bilgiler veririm.	☐	☐	☐	☐	☐

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35.Çocuğumla bilgisayarla/tablette/akıllı telefonda oynadığı oyun sonrasında oyun hakkında konuşurum.	☐	☐	☐	☐	☐
36.Çocuğumla bilgisayarda/tablette/akıllı telefonda oynadığı oyun öncesinde oyun hakkında konuşurum.	☐	☐	☐	☐	☐
38.Çocuğumun bilgisayarla/tablette/akıllı telefonda oynama saatlerini düzenlerim.	☐	☐	☐	☐	☐
42.Çocuğumun bilgisayarla/tablette/akıllı telefonda oynama süresini çocuğumla birlikte belirleriz.	☐	☐	☐	☐	☐
43.Çocuğumun bilgisayarda/tablette/akıllı telefonda oynadığı oyunların uygunluğu hakkında onunla konuşurum.	☐	☐	☐	☐	☐
44.Çocuğumun televizyon izleyeceği zaman aralıklarını temel gereksinimlerini (uyku, beslenme vb.) etkileyecek şekilde düzenlerim.	☐	☐	☐	☐	☐
45.Çocuğumla birlikte izleyeceğimiz TV programının seçimini ben yaparım.	☐	☐	☐	☐	☐
46.Çocuğumun bilgisayarda/tablette/akıllı telefonda oynadığı oyunların uygunluğunu önceden araştırırım.	☐	☐	☐	☐	☐
51.Çocuğumun izlediği TV programında küfür içerikli görüntüler çıktığında kanalı değiştiririm.	☐	☐	☐	☐	☐
53.Çocuğuma uygun olmayan bir oyunun bilgisayarda/tablette/akıllı telefonda ailenin diğer üyeleri tarafından oynanmasına izin vermem.	☐	☐	☐	☐	☐
54.Çocuğumun bilgisayarla/tablette/akıllı telefonda oynama süresine sınır koyarım.	☐	☐	☐	☐	☐
55.Bilgisayarla/tablette/akıllı telefonda oynamaktan alıkoymayı çocuğum için bir ceza yöntemi olarak kullanmam.	☐	☐	☐	☐	☐
56.Çocuğumun bilgisayarda/tablette/akıllı telefonda oynadığı oyunların karakterleri gibi davranmasına izin vermem.	☐	☐	☐	☐	☐
57.Televisyon izlemekten alıkoymayı çocuğum için bir ceza yöntemi olarak kullanmam.	☐	☐	☐	☐	☐
58.Çocuğumun televizyonda izlediği programlardaki karakterler gibi davranmasına izin vermem.	☐	☐	☐	☐	☐

APPENDIX 4 – Instructions for Educational Content

YÖNERGELER

Çocuğunuz verilen videoları ebeveyn etkileşimiyle izlemesiyle ilgileniyoruz. Bu noktada kullanacağınız rehberlik, çocuğunuz için içeriği kontrol etmek, denetlemek veya yorumlamayı içeren herhangi bir stratejidir. Böylece:

- Çocuğunuzun televizyonda gördüklerini anlamasına yardımcı olacaksınız.
- Oyuncuların yaptığı bazı şeylerin neden iyi/kötü olduğunu dile getireceksiniz.
- TV karakterlerinin davranışlarının nedenlerini açıklayacaksınız.
- Televizyondaki bir şeyin gerçekten ne anlama geldiğini açıklayacaksınız.

Gönderilen videoların haftada 4 kez izlenmesini, toplamda iki haftada 8 videoyu da bitirmenizi istiyoruz. Yönergelerin sonundaki tabloyu doldurmanız rica olunur.

Herhangi bir sorunuzda lütfen benimle iletişime geçmekten çekinmeyin.

Susam Sokağı'ndaki Karakterler:

Hayali Karakterler:

-Edi ile BÜDÜ

-Minik Kuş

-Kırpık

-Kurbanacık

Gerçek Kişiler:

-Tahsin Usta

-Nihat Amca

-Zehra Teyze

-Hakan Abi

Konusu: Bir mahalle ortamında geçen hikaye, hem gerçek hem kurgusal karakterlerle eğlendirici, öğretici ve eğitici bir içeriğe sahiptir.

Bölümlerde değinilen noktalardan hareketle sizlere yardımcı olabilecek tartışma soruları:

BÖLÜM 1

Anne-baba etkileşim sorusu: Önce Edi neşeliydi, sonra Büdü. Ve Büdü'nün de önce canı sıkındı, sonra Edi'nin. Gün içinde duygularımız ne kadar değişiyor değil mi?

Anne-baba etkileşim sorusu: Duvardaki çatlakların efendisi kendini diğerlerinden üstün gördü. Sonra da parçalanıp gitti. İnsanın kendisini başkalarından büyük görmesi ne kötü değil mi?

BÖLÜM 2

Anne-baba etkileşim sorusu: Minik kuş ne kadar yardımsever! Önce kolay gelsin diyor, sonra da Tahsin amcadan tekerlekli çekçeki alıp Zehra teyzeyle Nihat amcanın yüklerini kolayca taşımalarına yardım etti.

Anne-baba etkileşim sorusu: Büdü'nün en sevdiği sayı 6'yı. Edi buna şaşırdı, çünkü bir elimizde 5 parmak var, bir haftada 7 gün var, neden 6'yı seviyorsun, 6 ile ilgili hiçbir şey yok dedi. Ne kadar değişik! Herkesin zevkleri farklı olabilir. Şarkıda da söylediği gibi; "herkes farklı güler".

BÖLÜM 3

Anne-baba etkileşim sorusu: Kırpık bir yanlış anlaşılma sonucunda Murat'a öfkelenmiş. Bunu mahalledeki arkadaşlarıyla da paylaşarak öfkesine nasıl hâkim olabileceğini öğrendi. Sence öfkeli olduğumuz anda sakinleşmek için neler yapabiliriz? (bölümde geçenler: en sevdiği aktivite ile uğraşmak, içinden 20'ye kadar saymak)

Anne-baba etkileşim sorusu: Taşındığı için mahalleden ayrılmak zorunda kalan Zeynep'i Minik Kuş çok özlemiş. Zeynep'le olan arkadaşlığına epey değer veriyor demek ki.

BÖLÜM 4

Anne-baba etkileşim sorusu: Hakan kahvaltı etmeden yürüyüşe gelemeyeceğini söylüyor. Ne kadar haklı, aç karnına spor yapmak vücudumuz için iyi olmayabilir.

Anne-baba etkileşim sorusu: Minik Kuş küçük olduğu için her şeyi soruyor. Çünkü insanlar böyle öğrenir. Kırpık bunu öğrenince Minik Kuş'u hoşgörmeye başladı, sorularını sabırla cevapladı.

BÖLÜM 5

Anne-baba etkileşim sorusu: Önce tabure yüksek geldi, sonra alçak. Radyonun sesi de önce kısık geldi, sonra yüksek. Her şeyin tam dengesinde olması ne kadar önemli değil mi? Çok fazla ya da çok az olduğunda rahatsız edici olabiliyor.

Anne-baba etkileşim sorusu: 3 kuklanın şarkısı ne kadar doğru: ne kadar büyürsek büyüyelim üzgün olduğumuzda ağlarız, böylece rahatlamış hissederiz.

BÖLÜM 6

Anne-baba etkileşim sorusu: Müşteri ne çok fikir değiştirdi. Garsonu zor durumda bıraktı.

Anne-baba etkileşim sorusu: Edi yalnız yaşadığını hayal edince anladı ki bu durumun hem iyi hem kötü yanları var. Bir taraftan yalnızlığı özlemiş, diğer yandan Büdü ile yaşamayı sevdiğini fark ediyor.

BÖLÜM 7

Anne-baba etkileşim sorusu: Bileği acıyan kıza çekilen röntgen sayesinde bir kırık olduğu anlaşıldı. Kızın bileğini alçıya aldılar, iyileşti ve en sonunda yüzmeye bile gitti!

Anne-baba etkileşim sorusu: Minik Kuş, Zehra teyzenin yere düşen meyveleri tekrar tezgaha koyduğunu gördü. Buna şaşırdı, çünkü meyvelerin sadece manavda yıkandığını sanıyormuş! Daha sonra pazardan alınan meyve ve sebzelerin evde yıkandığını öğrendi.

BÖLÜM 8

Anne-baba etkileşim sorusu: Tahsin amca nasıl da sadece bir kibrit çöpüyle Zehra teyzenin çekmecesini tamir etti! Ne kadar yaratıcı!

Anne-baba etkileşim sorusu: Edi, Büdü'nün uzaydan garip yaratıklar tarafından kaçırıldığını düşündü; ama Büdü mutfakta tarhana çorbası yapıyormuş. Edi'nin hayal gücü ne kadar geniş!

Verilen videoları hangi tarihte izlediğinizi ve kiminle izlediğinizi lütfen belirtiniz.

		Kiminle izledi			Hangi cihazda izlendi (TV, tablet, telefon vs.)
	Tarih				
		Anne	Baba	Diğer	
Bölüm 1					
Bölüm 2					
Bölüm 3					
Bölüm 4					
Bölüm 5					
Bölüm 6					
Bölüm 7					
Bölüm 8					

APPENDIX 5 – Instructions for Recreational Content

YÖNERGELER

Çocuğunuz verilen videoları ebeveyn etkileşimiyle izlemesiyle ilgileniyoruz. Bu noktada kullanacağınız rehberlik, çocuğunuz için içeriği kontrol etmek, denetlemek veya yorumlamayı içeren herhangi bir stratejidir. Böylece:

- Çocuğunuzun televizyonda gördüklerini anlamasına yardımcı olacaksınız.
- Oyuncuların yaptığı bazı şeylerin neden iyi/kötü olduğunu dile getireceksiniz.
- TV karakterlerinin davranışlarının nedenlerini açıklayacaksınız.
- Televizyondaki bir şeyin gerçekten ne anlama geldiğini açıklayacaksınız.

Gönderilen videoların haftada 4 kez izlenmesini, toplamda iki haftada 8 videoyu da bitirmenizi istiyoruz. Yönergelerin sonundaki tabloyu doldurmanız rica olunur.

Herhangi bir sorunuzda lütfen benimle iletişime geçmekten çekinmeyin.

Pijamaskelilerdeki karakterler:

- Amaya (Pijamaskeli hali: Baykuş Kız)
- Greg (Pijamaskeli hali: Kertenkele)
- Connor (Pijamaskeli hali: Kedi Çocuk)

Kötü karakterler:

- Romeo
- Ay Kızı
- Gece Ninjası

Konusu: Connor, Amaya ve Greg çok yakın üç arkadaştır. Mahallede yaşanan birtakım sıkıntıları çözmek için gece Pijamaskeli hallerine dönüşürler.

Bölümlerde değinilen noktalardan hareketle sizlere yardımcı olabilecek tartışma soruları:

BÖLÜM 1

Birinci Kısım (Suçu Trene Atma Baykuş Kız)

Anne-baba etkileşim sorusu: Baykuş Kız uçan lunapark treni için sabırsız görünüyordu. Beklemekte zorlanıyor gibi. Bölümün başında herkes sırada heyecanla treni beklerken Baykuş Kız sıranın önüne koştı. Trene atladıklarında da arkadaşlarının sözünü kesip onları acele ettirdi ve konuşulanlara uymayıp sabırsızca hareket etti. Bu kötü bir davranış, arkadaşlarına saygı göstermeli. Ayrıca, Baykuş Kız yine acele ederken Kedi Çocuk ona zarar gelmesini engelledi. Bravo Kedi Çocuk, bu çok düşünceli bir davranıştı.

İkinci Kısım (Kedi Çocuğun Bulut'la İmtihanı)

Anne-baba etkileşim sorusu: Pijamaskeliler Ay Kızı'nı oyunlarına davet ediyor, ama o kaba bir şekilde oynamayacağını söylüyor. Ayrıca kimse mutlu olsun istemiyor. Pijamaskelilerle de kötü konuşuyor, 'beceriksiz' diyor mesela. Bu kötü bir davranış, karşısındakileri üzüyor.

BÖLÜM 2

Birinci Kısım (Baykuş Kız ve Flossy Flash Fiskesi)

Anne-baba etkileşim sorusu: Amaya kitaptaki süper kahramana özenmek yerine ilk başta kendi güçlerine güvenebilirdi. Birçok sorunu kendi güçleriyle halledebilecekken Flossy Flash gibi olmak istedi ve arkadaşlarını tehlikeye attı. Sonra yaptığıının yanlış olduğunu anladı ve kendi güçleriyle işi halletti.

İkinci Kısım (Kedi Çocuk ve Zıplayan Eldiven)

Anne-baba etkileşim sorusu: Kedi Çocuk, Kertenkelenin elinden zıplayan eldiveni aldı. Daha kullanacağını düşündü, ancak düşündüğü gibi olmadı. Ama Romeo'yu durdurmak için zıplayan eldiveni kullanmaları gerekiyordu. İyice düşündü ve aklı başına geldi: kendisi kullanamadığı için Kertenkele'ye verip birlikte kullanmaya karar verdiler. Birlikten kuvvet doğar; güçlerini birleştirdiler. Ayrıca, bilim salonunun duvarını Kedi Çocuk yıkmıştı. Bu

sorumluluğu üstüne alıp duvarı kendisi tamir etti. Ne doğru bir davranış. Kedi Çocuk sorumluluk sahibi.

BÖLÜM 3

Birinci Kısım (Kertenkeleler ve süper Ninjalinolar)

Anne-baba etkileşim sorusu: Gece Ninjası izinsiz bir şekilde tüm malzemeleri almış. Ne bencil bir davranış, şehirde hiç malzeme kalmadığı için çocuklar oynayamayacaklar. Ayrıca, Kertenkele çok güçlü olduğunu düşündü ve bunu ispat etmek için arkadaşlarının yardımını reddetti. Ancak yardım etselerdi ilk başta birlikte başarabilirlerdi. Neyseki Kertenkele, Baykuş Kız ve Kedi Çocuk'un ikinci yardım teklifini kabul etti çünkü Ninjalinoların da birlikteyken çok güçlü olduklarını anlamıştı. Birlikte hareket edersek iş birliği yapmış oluruz; güçlerimizi birleştirip olayları daha rahat çözebiliriz.

İkinci Kısım (Baykuş Kızın Dinozor Sorunu)

Anne-baba etkileşim sorusu: Kedi Çocuk, Baykuş Kız'dan ilk başta özür dilemeliydi. Komik bir şey yaptığını düşünüyordu, ama Baykuş Kız'ın duygularını incitmişti ve onu korkutmuştu. Kedi Çocuk en sonunda özür diledi fakat Baykuş Kız içten olmadığını düşündü. Baykuş Kız da belki bu kadar inat etmeseydi, işler hemen çözülebilirdi.

BÖLÜM 4

Birinci Kısım (Kedi Çocuk ve Küçültücü)

Anne-baba etkileşim sorusu: Kedi çocuk küçüldü diye üzülüp bunu engel olarak görmek yerine küçüklüğün avantajını kullandı ve diğerlerinin yardımıyla da işi başardılar. Ne güzel bir plan!

İkinci Kısım (Baykuş Kız ve Ay Topu)

Anne-baba etkileşim sorusu: Ay kızı, diğer çocukların mutluluğunu kıskanıp tüm oyuncakları toplamış. Ne kadar kötü bir davranış. Ayrıca, Ay Kızını yakalamak için takım olmalılar. Baykuş Kız, bölümün başında da pas vermeden top oynuyordu. Ama böyle takım oyunu oynanmaz ki! Baykuş Kız takım kurallarına uymalı. Ay kızını tam yakalamışken yine topla hünerlerini

göstermek istedi ve topun içine sıkıştı. Takım oyununu unutup pas vermediği için daha sonra pişman oldu. Bölümün sonunda oyuncakları geri alıp çocuklara dağıtan Pijamaskeliler, Ay Kızı'nı yine de affedip top hediye etti. Aferin onlara! Kişi kendi davranışından sorumludur; insanlar kötülük yapabilir, ama onlara nasıl cevap vereceğimiz bizim sorumluluğumuzdadır.

BÖLÜM 5

Birinci Kısım (Kertenkele Noel'i Kurtarıyor)

Anne-baba etkileşim sorusu: Daha önce paten yapmayan Kertenkele'ye ve Ay Kızı'na arkadaşlarının yardım edip öğretmesi ne kadar samimi bir davranış. Ayrıca, yeni bir şeyler öğrenmek için durmadan denememiz gerekiyor. Kertenkele de ay kaykayına binmeyi deneyerek öğrendi. Bölümün sonunda da Noel'i birlikte geçirecek kimsesi olmadığı için Pijamaskelilerin Ay Kızı'na birlikte geçirmeyi önermeleri ne güzel bir davranıştı! Ay Kızı kötülük yapsa da, Pijamaskeliler ona yılmadan iyi davranmayı öğretiyor.

İkinci Kısım (Kertenkele'nin Buzlu Planı)

Anne-baba etkileşim sorusu: Araç seçerken Kertenkelenin önerisini dinlemediler. Plan yaparken de Baykuş Kız ve Kedi Çocuk sadece kendi fikirlerini söyledi. Kertenkeleyi dinleyip birlikte karar vermedikleri için pişman oldular, çünkü işleri daha kolay halledebilirlerdi. Eğer bir takımsak herkesin fikrini öğrenip hareket etmek gerekiyor.

BÖLÜM 6

Birinci Kısım (Kedi Çocuk ve Kelebek Ordusu)

Anne-baba etkileşim sorusu: Kedi Çocuk kelebeklere çok sert davranıp onları korkuttu. Bu kötü bir davranış oldu. Neyseki hatasını anlayıp kelebeklerden özür diledi ve onlara çiçek verdi.

İkinci Kısım (En Büyük Baykuş Kız)

Anne-baba etkileşim sorusu: Baykuş Kız kazanmayı çok seviyor. Hep yarış yapmak istiyor. Ancak birlikten kuvvet doğar, ayrı ayrı hareket etmek yerine

Ay Kızı 'nı durdurmak için takım olmaları gerekiyor.

BÖLÜM 7

Birinci Kısım (Sesin Çıksın Kertenkele)

Anne-baba etkileşim sorusu: Topluluk önünde bir şey yapmaktan utanmak çok normal. Kertenkele, bölümün başında utandı, çünkü ilk defa böyle bir şey yapıyordu. Ama zamanla alıştı ve şiirini arkadaşlarının önünde rahatça okudu.

İkinci Kısım (Kedi Çocuk ve Usta Fang'ın Kılıcı)

Anne-baba etkileşim sorusu: Kedi Çocuk sakinliğini koruyamadı. Aceleci davrandığı için arkadaşlarını zor duruma soktu ve kılıcı alırken birçok engelle karşılaştılar.

BÖLÜM 8

Birinci Kısım (Kedi Çocuk Robo Kedi'ye Karşı)

Anne-baba etkileşim sorusu: Pijamaskelilerin robot hallerini, birlik olup ortadan kaldırdılar. Kedi Çocuk, arkadaşlarının güçleri olmadan işe yaramayacaklarını söylüyordu. Ancak güçleri olmasa da bir arada hareket etmeleri Romeo 'yu yenmeleri için yeterli oldu.

İkinci Kısım (Baykuş Kız ve Cömert Baykuş)

Anne-baba etkileşim sorusu: Biri gelip sınıftakilerin eşyalarını almış. Ne kötü bir davranış! Ayrıca eğer Baykuş Kız, Cömert Baykuş Heykeli 'ni ilk başta Ay Kızı ile paylaşırdı, Ay Kızı diğer eşyaları bırakacaktı. Ay Kızı arkadaşlarını kürenin içine hapsedince, onları kurtarmak için heykeli vermeyi teklif etti. En sonunda da heykeli Ay Kızı 'na hediye etti, çünkü Ay Kızı 'nı mutlu etmek Baykuş Kız 'ı da mutlu etmişti. Paylaşmak güzeldir!

Verilen videoları hangi tarihte izlediğinizi ve kiminle izlediğinizi lütfen belirtiniz.

		Kiminle izledi			Hangi cihazda izlendi (TV, tablet, telefon vs.)
	Tarih				
		Anne	Baba	Diğer	
Bölüm 1					
Bölüm 2					
Bölüm 3					
Bölüm 4					
Bölüm 5					
Bölüm 6					
Bölüm 7					
Bölüm 8					



APPENDIX 6 – Ethical Approval



T.C.
YAŞAR ÜNİVERSİTESİ
ETİK KOMİSYONU

Toplantı Tarihi: 29.12.2021

2021-2022 Akademik Yılı Toplantı Sayısı: 04

GÜNDEM 1:

Yaşar Üniversitesi Lisansüstü Eğitim Enstitüsü' nün 02/12/2021 tarih ve 16420 sayılı yazısı ile sunulan; Psikoloji İngilizce Tezli Yüksek Lisans Programı 2500041006 No'lu Öğrencisi Sena İrem TAŞTABANOĞLU' nun; "The Relationship Between Media Exposure And Language Development in Early Childhood: The Role of Social Interaction" başlıklı tez çalışması kapsamında; 36 – 72 aylık çocuklar ve ailelerine uygulamayı planladığı anket çalışmasına ilişkin Etik Komisyonu onay talebinin görüşülmesi.

GÖRÜŞME ve KARAR:

Yaşar Üniversitesi Etik Komisyonu 29.12.2021 Çarşamba günü, Prof. Dr. Levent KANDİLLER başkanlığında, pandemi önlemleri sebebiyle dijital ortamda toplanarak gündem maddesini değerlendirmiş ve tüm üyelerin oybirliği ile aşağıdaki karar alınmıştır.

KARAR 1:

Yaşar Üniversitesi Lisansüstü Eğitim Enstitüsü' nün 02/12/2021 tarih ve 16420 sayılı yazısı ile sunulan; Psikoloji İngilizce Tezli Yüksek Lisans Programı 2500041006 No'lu Öğrencisi Sena İrem TAŞTABANOĞLU' nun; "The Relationship Between Media Exposure And Language Development in Early Childhood: The Role of Social Interaction" başlıklı tez çalışması kapsamında; 36 – 72 aylık çocuklar ve ailelerine uygulamayı planladığı anket çalışmasının uygunluğuna oy birliği ile karar verildi.

ASLI GİBİDİR

Ata TÜRKFİDAN
Yazı İşleri Müdürü

APPENDIX 7– The Letter to Introduce the Study to the Parents

Sevgili ebeveyn,

Çocuğunuz bir araştırma projesine katılmaya davet ediliyor. Bu çalışma Yaşar Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, Genel Psikoloji Yüksek Lisans Tezi kapsamında Dr. Öğr. Üyesi Ayşe Candan Şimşek danışmanlığında, Sena İrem Taştabanoglu tarafından yürütülmektedir. Araştırmanın öncelikli amacı okul öncesi dönemdeki çocukların medya kullanımı davranışlarının etki ettiği bir dizi faktörün incelenmesidir. Araştırma için Yaşar Üniversitesi İnsan ve Toplum Bilimleri Etik Kurulu'ndan gerekli izinler alınmıştır.

Araştırma 3 ile 6 yaş arası çocuklar ve ebeveynleri ile yürülmektedir. Araştırmaya katılım gönüllülük esasına dayalı olup, eğer katılmayı kabul ederseniz sizden araştırmada incelenen faktörleri değerlendiren anketi doldurup verilen videoları tarafınıza sağlanacak talimatlar ile 2 hafta boyunca çocuğunuzun izlemesi istenecektir. Bu araştırmanın katılımcılar üzerinde olumsuz bir etki yaratması beklenmemektedir. Aksine, araştırmacı tarafından uygulanacak testler vasıtasıyla gelişim değerlendirmesi sağlanacaktır. Sizin seçiminiz doğrultusunda katılımcılar arasından çekiliş ile 4 kişiye 100 TL tutarında Migros çeki ya da tarafımdan sağlanacak 30 dakikalık ebeveyn-çocuk seansı çalışma bitiminde hediye edilecektir.

Lütfen kararınızı vermek için zaman ayırın ve aklınıza gelecek her sorunuz için benimle iletişime geçmekten çekinmeyin.

☐ Yukarıdaki açıklamayı okudum, araştırma katılımını kabul ediyorum. Araştırma kapsamında elde edilen şahsıma ait bilgilerin bilimsel amaçlarla kullanılmasını, gizlilik kurallarına uyulmak kaydıyla sunulmasını ve yayınlanmasını, hiçbir baskı ve zorlama altında kalmaksızın, kendi özgür irademle kabul ettiğimi beyan ederim.

PSIKOLOG SENA İREM TAŞTABANOĞLU

APPENDIX 8 – Informed Consent for the Educational Group with Interaction

Bu çalışma Yaşar Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, Genel Psikoloji Yüksek Lisans Tezi kapsamında Dr. Öğr. Üyesi Ayşe Candan Şimşek danışmanlığında, Sena İrem Taştabanoglu tarafından yürütülmektedir. Araştırmanın öncelikli amacı okul öncesi dönemdeki çocukların medya kullanımı davranışlarının etki ettiği bir dizi faktörün incelenmesidir.

Araştırma 3 ile 6 yaş arası çocuklar ve ebeveynleri ile yürütülmektedir. Araştırmaya katılım gönüllülük esasına dayalı olup eğer katılmayı kabul ederseniz sizden araştırmada incelenen faktörleri değerlendiren bir anketi doldurup çocuğunuza uygulanan testlerden sonra verilen videoları tarafınıza sağlanacak talimatlar ile çocuğunuzun izlemesi istenecektir. Anketin tarafınızdan yanıtlanıp testin çocuğunuza uygulanması yaklaşık 30 dakika sürmektedir. Çalışmada toplanan veriler, toplu olarak değerlendirilecek; kişiye özel değerlendirme yapılmayacaktır. Sizin seçiminiz doğrultusunda katılımcılar arasından çekiliş ile 4 kişiye 100 TL tutarında Migros çeki ya da tarafımdan sağlanacak 30 dakikalık ebeveyn-çocuk seansı çalışma bitiminde hediye edilecektir.

Bu araştırmanın katılımcılar üzerinde olumsuz bir etki yaratması beklenmemektedir. Aksine, verilen eğitici video içeriği vasıtasıyla çocuklara olumlu bir etki yaratması olasıdır. Ayrıca çocuğunuza uygulanacak testler vasıtasıyla gelişim değerlendirmesi sağlanacaktır. Buna karşılık katılımcılar, istedikleri zaman araştırmadan geri çekilme hakkına sahiptir. Geri çekilme durumunda verileriniz kullanılmayacaktır. Öte yandan, katılımı sürdürmeniz ve anketleri samimi şekilde doldurmanız, sağlıklı veri toplanması, doğru sonuçlar elde edilebilmesi ve bilime katkı için önem arz etmektedir.

Araştırma için Yaşar Üniversitesi İnsan ve Toplum Bilimleri Etik Kurulu'ndan gerekli izinler alınmıştır. Araştırma hakkında bilgi almak isterseniz çalışmayı yürüten Sena İrem Taştabanoglu'na ulaşabilirsiniz.

☐ Yukarıdaki açıklamayı okudum. Araştırma kapsamında elde edilen şahsıma ait bilgilerin bilimsel amaçlarla kullanılmasını, gizlilik kurallarına uyulmak kaydıyla

sunulmasını ve yayınlanmasını, hiçbir baskı ve zorlama altında kalmaksızın, kendi özgür irademle kabul ettiğimi beyan ederim.

☐ 100 TL’lik Migros çeki çekilişine katılmayı tercih ediyorum.

ya da

☐ Psikolog İrem Taştabanoglu’ndan 30 dakikalık ebeveyn-çocuk seansı tercih ediyorum.

Katılımcının;

İmza:

Tarih:

Adı soyadı:

Araştırmacının;

İmza:

Tarih:

Adı soyadı:

APPENDIX 9 – Informed Consent for the Educational Group without Interaction

Bu çalışma Yaşar Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, Genel Psikoloji Yüksek Lisans Tezi kapsamında Dr. Öğr. Üyesi Ayşe Candan Şimşek danışmanlığında, Sena İrem Taştabanoglu tarafından yürütülmektedir. Araştırmanın öncelikli amacı okul öncesi dönemdeki çocukların medya kullanımı davranışlarının etki ettiği bir dizi faktörün incelenmesidir.

Araştırma 3 ile 6 yaş arası çocuklar ve ebeveynleri ile yürütülmektedir. Araştırmaya katılım gönüllülük esasına dayalı olup eğer katılmayı kabul ederseniz sizden araştırmada incelenen faktörleri değerlendiren bir anketi doldurup çocuğunuza uygulanan testlerden sonra verilen videoları çocuğunuzun izlemesi istenecektir. Anketin tarafınızdan yanıtlanıp testin çocuğunuza uygulanması yaklaşık 30 dakika sürmektedir. Çalışmada toplanan veriler, toplu olarak değerlendirilecek; kişiye özel değerlendirme yapılmayacaktır. Sizin seçiminiz doğrultusunda katılımcılar arasından çekiliş ile 4 kişiye 100 TL tutarında Migros çeki ya da tarafımdan sağlanacak 30 dakikalık ebeveyn-çocuk seansı çalışma bitiminde hediye edilecektir.

Bu araştırmanın katılımcılar üzerinde olumsuz bir etki yaratması beklenmemektedir. Aksine, verilen eğitici video içeriği vasıtasıyla çocuklara olumlu bir etki yaratması olasıdır. Ayrıca çocuğunuza uygulanacak testler vasıtasıyla gelişim değerlendirmesi sağlanacaktır. Buna karşılık katılımcılar, istedikleri zaman araştırmadan geri çekilme hakkına sahiptir. Geri çekilme durumunda verileriniz kullanılmayacaktır. Öte yandan, katılımı sürdürmeniz ve anketleri samimi şekilde doldurmanız, sağlıklı veri toplanması, doğru sonuçlar elde edilebilmesi ve bilime katkı için önem arz etmektedir.

Araştırma için Yaşar Üniversitesi İnsan ve Toplum Bilimleri Etik Kurulu'ndan gerekli izinler alınmıştır. Araştırma hakkında bilgi almak isterseniz çalışmayı yürüten Sena İrem Taştabanoglu'na ulaşabilirsiniz.

☐ Yukarıdaki açıklamayı okudum. Araştırma kapsamında elde edilen şahsıma ait bilgilerin bilimsel amaçlarla kullanılmasını, gizlilik kurallarına uyulmak kaydıyla sunulmasını ve yayınlanmasını, hiçbir baskı ve zorlama altında kalmaksızın, kendi özgür irademle kabul ettiğimi beyan ederim.

☐ 100 TL'lik Migros çeki çekilişine katılmayı tercih ediyorum.

ya da

☐ Psikolog İrem Taştımanoğlu'ndan 30 dakikalık ebeveyn-çocuk seansı tercih ediyorum.

Katılımcının;

İmza:

Tarih:

Adı soyadı:

Araştırmacının;

İmza:

Tarih:

Adı soyadı:

APPENDIX 10 – Informed Consent for the Recreational Group with Interaction

Bu çalışma Yaşar Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, Genel Psikoloji Yüksek Lisans Tezi kapsamında Dr. Öğr. Üyesi Ayşe Candan Şimşek danışmanlığında, Sena İrem Taştabanoglu tarafından yürütülmektedir. Araştırmanın öncelikli amacı okul öncesi dönemdeki çocukların medya kullanımı davranışlarının etki ettiği bir dizi faktörün incelenmesidir.

Araştırma 3 ile 6 yaş arası çocuklar ve ebeveynleri ile yürütülmektedir. Araştırmaya katılım gönüllülük esasına dayalı olup eğer katılmayı kabul ederseniz sizden araştırmada incelenen faktörleri değerlendiren bir anketi doldurup çocuğunuza uygulanan testlerden sonra verilen videoları tarafınıza sağlanacak talimatlar ile çocuğunuzun izlemesi istenecektir. Anketin tarafınızdan yanıtlanıp testin çocuğunuza uygulanması yaklaşık 30 dakika sürmektedir. Çalışmada toplanan veriler, toplu olarak değerlendirilecek; kişiye özel değerlendirme yapılmayacaktır. Sizin seçiminiz doğrultusunda katılımcılar arasından çekiliş ile 4 kişiye 100 TL tutarında Migros çeki ya da tarafımdan sağlanacak 30 dakikalık ebeveyn-çocuk seansı çalışma bitiminde hediye edilecektir.

Bu araştırmanın katılımcılar üzerinde olumsuz bir etki yaratması beklenmemektedir. Ayrıca çocuğunuza uygulanacak testler vasıtasıyla gelişim değerlendirmesi sağlanacaktır. Buna karşılık katılımcılar, istedikleri zaman araştırmadan geri çekilme hakkına sahiptir. Geri çekilme durumunda verileriniz kullanılmayacaktır. Öte yandan, katılımı sürdürmeniz ve anketleri samimi şekilde doldurmanız, sağlıklı veri toplanması, doğru sonuçlar elde edilebilmesi ve bilime katkı için önem arz etmektedir.

Araştırma için Yaşar Üniversitesi İnsan ve Toplum Bilimleri Etik Kurulu'ndan gerekli izinler alınmıştır. Araştırma hakkında bilgi almak isterseniz çalışmayı yürüten Sena İrem Taştabanoglu'na ulaşabilirsiniz.

☐ Yukarıdaki açıklamayı okudum. Araştırma kapsamında elde edilen şahsıma ait bilgilerin bilimsel amaçlarla kullanılmasını, gizlilik kurallarına uyulmak kaydıyla sunulmasını ve yayınlanmasını, hiçbir baskı ve zorlama altında kalmaksızın, kendi özgür irademle kabul ettiğimi beyan ederim.

ya da

Katılımcının;

İmza:

Tarih:

Ad1 soyadı:

Araştırmacının;

İmza:

Tarih:

Ad1 soyadı:

APPENDIX 11 – Informed Consent for the Recreational Group without Interaction

Bu çalışma Yaşar Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, Genel Psikoloji Yüksek Lisans Tezi kapsamında Dr. Öğr. Üyesi Ayşe Candan Şimşek danışmanlığında, Sena İrem Taştabanoglu tarafından yürütülmektedir. Araştırmanın öncelikli amacı okul öncesi dönemdeki çocukların medya kullanımı davranışlarının etki ettiği bir dizi faktörün incelenmesidir.

Araştırma 3 ile 6 yaş arası çocuklar ve ebeveynleri ile yürütülmektedir.

Araştırmaya katılım gönüllülük esasına dayalı olup eğer katılmayı kabul ederseniz sizden araştırmada incelenen faktörleri değerlendiren bir anketi doldurup çocuğunuza uygulanan testlerden sonra verilen videoları çocuğunuzun izlemesi istenecektir. Anketin tarafınızdan yanıtlanıp testin çocuğunuza uygulanması yaklaşık 30 dakika sürmektedir. Çalışmada toplanan veriler, toplu olarak değerlendirilecek; kişiye özel değerlendirme yapılmayacaktır. Sizin seçiminiz doğrultusunda katılımcılar arasından çekiliş ile 4 kişiye 100 TL tutarında Migros çeki ya da tarafımdan sağlanacak 30 dakikalık ebeveyn-çocuk seansı çalışma bitiminde hediye edilecektir.

Bu araştırmanın katılımcılar üzerinde olumsuz bir etki yaratması beklenmemektedir. Ayrıca çocuğunuza uygulanacak testler vasıtasıyla gelişim değerlendirmesi sağlanacaktır. Buna karşılık katılımcılar, istedikleri zaman araştırmadan geri çekilme hakkına sahiptir. Geri çekilme durumunda verileriniz kullanılmayacaktır. Öte yandan, katılımı sürdürmeniz ve anketleri samimi şekilde doldurmanız, sağlıklı veri toplanması, doğru sonuçlar elde edilebilmesi ve bilime katkı için önem arz etmektedir.

Araştırma için Yaşar Üniversitesi İnsan ve Toplum Bilimleri Etik Kurulu'ndan gerekli izinler alınmıştır. Araştırma hakkında bilgi almak isterseniz çalışmayı yürüten Sena İrem Taştabanoglu'na ulaşabilirsiniz.

☐ Yukarıdaki açıklamayı okudum. Araştırma kapsamında elde edilen şahsıma ait bilgilerin bilimsel amaçlarla kullanılmasını, gizlilik kurallarına uyulmak kaydıyla sunulmasını ve yayınlanmasını, hiçbir baskı ve zorlama altında kalmaksızın, kendi özgür irademle kabul ettiğimi beyan ederim.

☐ 100 TL’lik Migros eki ekiliřine katılmayı tercih ediyorum.

ya da

☐ Psikolog İrem Tařtabanođlu’ndan 30 dakikalık ebeveyn-ocuk seansı tercih ediyorum.

Katılımcının;

İmza:

Tarih:

Adı soyadı:

Arařtırmacının;

İmza:

Tarih:

Adı soyadı:

X X X X X X X X X X

APPENDIX 12 – Drive Links for Educational Content

https://drive.google.com/drive/folders/1bkBvsbjMeBBfQy5vEviszD01O-tVgU_f?usp=sharing



APPENDIX 13– Drive Links for Recreational Content

https://drive.google.com/drive/folders/1x32KnUqx_1urCB_6ZyfGB_lfg52zeSF8?usp=s_haring

