

11. BÖLÜM

DİL GELİŞİMİ VE SOSYAL MEDYA ETKİSİ

Özlem Merve CANSEVER¹

“Çocuk dünyayı sadece gözleriyle değil, konuşmasıyla da algılamaya başlar.
Sosyal etkileşim, öğrenmenin kaynağı ve motorudur.”

-Lev Vygotsky, *Mind in Society*

Giriş

Sosyal medya, günümüzde elektronik araçların yaygınlaşması ve bu araçlarda sosyal medya içeriklerine erişimin kolaylaşmasıyla neredeyse her yaş grubundan bireylerin sıklıkla maruz kalıp kullandığı bir kanal haline gelmiştir. Hâl böyle iken sosyal medya ve içeriklerinin hayatın her alanına etkisi, özellikle son yıllarda sürdürülen çalışmaların odak noktalarından biri olmuştur. Farklı araçlar aracılığıyla (telefon, bilgisayar, televizyon vb.) erişilen sosyal medyadaki içeriklerin türleri göz önünde bulundurulduğunda şüphesiz ki YouTube gibi sosyal platformlar öne çıkmaktadır. Bu ve benzeri içeriklerin bireyler üzerindeki etkisi oldukça fazla çalışılmış olsa da spesifik olarak sosyal medyanın dil gelişimi üzerindeki etkisi bağlamında tartışmalar bulunmaktadır. Örneğin, sosyal medyanın bireylerin vücut algısı üzerindeki negatif etkisi çalışmalarca gösterilmiştir (Bell ve Ditmar, 2011; Grabe vd., 2008; Groesz vd., 2002;). Öte yandan, gelişim psikolojisi, eğitim, pediatri odaklı çalışmalarda sosyal medyanın etkisi konusun-

¹ Arş. Gör. İstanbul Aydın Üniversitesi, FEF, Psikoloji Bölümü.

Kaynakça

- American Academy of Pediatrics, Committee on Public Education (2001). Children, adolescents, and television. *Pediatrics*, 107(2), 423-6.
- American Academy of Pediatrics, Committee on Public Education (2016). Media-use in school-aged children and adolescents. *Pediatrics*, 128(5), 1040.
- Anderson, D. R. ve Pempek, T. A. (2005). Television and very young children. *Am. Behav. Sci.*, 48, 505-22.
- Astington, J. W. (1998). Theory of mind, Humpty Dumpty, and the icebox. *Human Development*, 41, 30-9.
- Astington, J. W. ve Jenkins, J. M. (1999). A longitudinal study of the relation between language and theory of mind development. *Developmental Psychology*, 35(5), 1311-20.
- Bacanlı, H. (2002). *Gelişim ve Öğrenme*. Ankara: Nobel.
- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bayhan, P. ve Artan, İ. (2007). *Çocuk Gelişimi ve Eğitimi*. İstanbul: Morpa.
- Bell, B. T. ve Dittmar, H. (2011). Does media type matter? The role of identification in adolescent girls' media consumption and the impact of different thin-ideal media on body image. *Sex Roles*, 65, 478-90.
- Berger, M. (2005). Vygotsky's theory of concept formation and mathematics education. *Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics Education*, 2 içinde (153-60).
- Bretherton, I., McNew, S. ve Beeghly-Smith, M. (1981). Early person knowledge as expressed in gestural and verbal communication: When do infants acquire a "theory of mind"? M. E. Lamb ve L. R. Sherod (Eds.), *Infant Social Cognition* içinde (333-73). Hillsdale, NJ: Erlbaum.
- Byeon, H. ve Hong, S. (2015). Relationship between television viewing and language delay in toddlers: Evidence from a Korea national cross-sectional survey. *PLoS One*, 10(3), 0120663.
- Certain, L. K. ve Kahn, R. S. (2002). Prevalence, correlates and trajectory of television viewing among infants and toddlers. *Pediatrics*, 109(4), 634-42.
- Chomsky, N. (2000). *On Nature and Language*. New York: Cambridge University.
- Chonchaiya, W. ve Pruksananonda, C. (2008). Television viewing associates with delayed language development. *Acta Pediatr*, 97(7), 977-82.
- Cook, J. L. ve Cook, G. (2005). *Child Development*. London: Pearson.
- de Villiers, J. G. (1995). Steps in the mastery of sentence complements. Paper presented at the *Biennial Meeting of the Society for Research in Child Development*. Indianapolis, IN.
- Dickinson, D. K. ve Tabors, P. O. (2001). *Beginning Literacy with Language: Young Children Learning at Home and School*. Baltimore, MD: Brookes.
- Domingues-Montanari, S. (2017). Clinical and psychological effects of excessive screen time on children. *Journal of Pediatrics and Child Health*, 53(4):333-8.
- Dunst, C. J., Meter, D. ve Hamby, D. W. (2011). Relationship between young children's nursery rhyme experiences and knowledge and phonological and print-related skills. *Center for Early Literacy Learning*, 4(1), 1-12.

- Evans, C. A., Jordan, A. B. ve Horner, J. (2011). Only two hours? A qualitative study of the challenge's parents perceive in restricting child television time. *J. Fam. Issues*, *32*, 1223-44.
- Fernyhough, C. ve Fradley, E. (2005). Private speech on an executive task: Relations with task difficulty and task performance. *Cognitive Development*, *20*, 103-20.
- Gauvain, M. (2001). *The Social Context of Cognitive Development*. New York: Guilford.
- Girolametto, L., Weitzman, E. ve Greenberg, J. (2003) Training day care staff to facilitate children's language. *American Journal of Speech-Language Pathology*, *12*, 299-311.
- Goodrich, S. A., Pempek, T. A. ve Calvert, C. L. (2009). Formal production features in infant programming. *Archives of Pediatrics and Adolescent Medicine*, *163*(12), 1151-6.
- Golinkoff, R. M. ve Hirsh-Pasek, K. (2006). Baby wordsmith: From associationist to social sophisticate. *Current Directions in Psychological Science*, *15*, 30-3.
- Gopnik, A. (1990). Developing the idea of intentionality: Children's theories of mind. *Canadian Journal of Philosophy*, *20*, 89-114.
- Grabe, S., Ward, L. M. ve Hyde, J. S. (2008). The role of the media in body image concerns among women: A meta-analysis of experimental and correlational studies. *Psychological Bulletin*, *134*, 460-76.
- Groesz, L. M., Levine, M. P. ve Murnen, S. K. (2002). The effect of experimental presentation of thin media images on body satisfaction: A meta-analytic review. *International Journal of Eating Disorders*, *31*, 1-16.
- Hart, B. ve Risley, T. R. (1995). *Meaningful Differences in the Everyday Experiences of Young American Children*. Baltimore: Paul H. Brookes.
- Hauser, M. D., Chomsky, N., and Fitch, W. T. (2002). Neuroscience: The faculty of language: What is it, who has it, and how did it evolve? *Science*. <https://www.mendeley.com/catalogue/e1910331-bfcf-37e4-b663-7d8d5f60fea7> [Erişim tarihi: 12.12.2020]
- Hoff, E. (2006). How social contexts support and shape language development. *Developmental Review*, *26*, 55-88.
- Hulit, L. M., Howard, M. R. ve Fahey, K. R. (2011). *Born to Talk: An Introduction to Speech and Language Development*. Boston: Allyn & Bacon.
- Huttenlocher, P. R. (2009). *Neural Plasticity: The Effects of Environment on the Development of the Cerebral Cortex*. Cambridge: Harvard University.
- Kostyrka-Allchorne, K., Cooper, N. R. ve Simpson, A. (2017). The relationship between television exposure and children's cognition and behavior: A systematic review. *Developmental Review*, *44*, 19-58.
- Kraus, N. ve Banai, K. (2007). Auditory-processing malleability: Focus on language and music. *Current Directions on Psychological Science*, *16*, 105-10.
- Krcmar, M. (2014). Can infants and toddlers learn words from repeat exposure to an infant directed DVD? *Journal of Broadcasting & Electronic Media*, *58*(2), 196-214.
- Kürkçüoğlu, B. Ü. (2010). 0-6 yaş arası çocukların temel gelişimsel özellikleri: Bilişsel gelişim ve dil gelişimi. İ. H. Diken (Eds.), *Erken Çocukluk Eğitimi* içinde (135-68). Ankara: Pegem.
- Lenhart, J., Wolfgang, L., Enni, V. vd. (2020). More than words: Narrator engagement during storytelling increases children's word learning, story comprehension, and on-task behavior. *Early Childhood Research Quarterly*, *51*, 338-51.

- Linebarger, D. ve Walker, D. (2005). Infants' and toddlers' television viewing and language outcomes. *Am. Behav. Sci.*, 46, 1-22.
- Linebarger, D. ve Vaala, S. E. (2010). Screen media and language development in infants and toddlers: An ecological perspective. *Developmental Review*, 30, 176-202.
- Mar, R. A., Tackett, J. L. ve Moore, C. (2010). Exposure to media and theory of mind development in preschoolers. *Cognitive Development*, 25, 69-78.
- Martinet, A. (1998). *Funciones del Lenguaje*. İstanbul: Multilingual.
- Mesulam, M. (1990). Large-scale neurocognitive networks and distributed processing for attention, language, and memory. *Annals of Neurology*, 28(5), 597-613.
- Mol, S. E., Bus, A. G., De Jong, M. T. vd. (2008). Added value of dialogic parent-child book readings: A meta-analysis. *Early Education and Development*, 19, 7-26.
- Olson, D. R. (1988). On the origins of beliefs and other intentional states in children. J. W. Astington, P. L. Harris ve D. R. Olson (Eds.), *Developing Theories of Mind* içinde (414-26). New York: Cambridge University.
- Perrin, A. (2015). Social media usage: 2005-2015. *Pew Research Center*. <https://www.pewresearch.org/internet/2015/10/08/social-networking-usage-2005-2015> [Erişim tarihi: 14.01.2021]
- Piaget, J. (1954). Language and thought from the genetic point of view. *Acta Psychologica*, 10, 51-60.
- Piaget, J. (1972). *The Psychology of the Child*. New York: Basic.
- Piaget, J. (1980). The psychogenesis of knowledge and its epistemological significance. M. Piatelli-Palmarini (Eds.), *Language and Learning: The Debate Between Jean Piaget and Noam Chomsky* içinde (23-34). Cambridge, MA: Harvard University.
- Piaget, J. (1990). *The Child's Conception of the World*. New York: Littlefield Adams.
- Radesky, J. S., Kistin, C. J., Zuckerman, B. vd. (2014). Patterns of mobile device use by caregivers and children during meals in fast food restaurants. *Pediatrics*, 133, 843-9.
- Rideout, V. ve Hamel, E. (2006). *The Media Family: Electronic Media in the Lives of Infants, Toddlers, Preschoolers and Their Parents*. Menlo Park, CA: Kaiser Family.
- Schmerse, D., Anders, Y., Flöter, M. vd. (2018). Differential effects of home and preschool learning environments on early language development. *British Educational Research Journal*, 44(2), 338-57.
- Shonkoff, J. P. ve Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academies.
- Skinner, B. F. (1963). Operant behavior. *American Psychologist*, 18(8), 503-15.
- Thompson, R. ve Nelson, C. (2001). Developmental science and the media. Early brain development. *The American Psychologist*, 56(1), 5-15.
- Tomopoulos, S., Dreyer, B. P., Berkule, S. Fierman, A. H., Brockmeyer, C. ve Mendelson, A. L. (2010). Infant media exposure and toddler development. *Archives of Pediatrics and Adolescent Medicine*, 164, 1105-1111.
- Tulviste, T. (2003). Contextual variability in interactions between mothers and 2-year-olds. *First Language*, 23(69, Pt3), 311-25.
- Twenge, J. M., Joiner, T. E., Rogers, M. L. ve Martin, G. N. (2018). Increases in depressive symptoms, suicide-related outcomes, and suicide rates among U.S. adolescents after 2010 and links to increased new media screen time. *Clinical Psychological Science*, 6(1), 3-17.

- Vaala, S. E., Barr, R. F., Fenstermacher, S. K. vd. (2010). Content analysis of language-promoting strategies in infant educational videos. *International Society for Infant Studies*, Baltimore, MD.
- Vidović Schreiber, T. T., Kovačević, V. ve Malada, D. (2020). "Baby shark" as a social and artistic phenomenon. *Universal Journal of Educational Research*, 8(10), 4449-58.
- Vygotsky, L. S. (1980). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University.
- Vygotsky, L. S. (1987). Thinking and speech. R. W. Rieber ve A. S. Carton (Eds.), *The Collected Works of L. S. Vygotsky, 1: Problems of General Psychology* içinde (39-285). New York: Plenum.
- Wargo, E. (2008). Talk to the hand: New insights into the evolution of language and gesture. *Association for Psychological Science*, 21, 16-22.
- Weisleder, A. ve Fernald, A. (2013). Talking to children matters: Early language experience strengthens processing and builds vocabulary. *Psychological Science*, 24, 2143-52.
- Zelazo, P. D. ve Jacques, S. (1996). Children's rule use: Representation, reflection, and cognitive control. R. Vasta (Eds.), *Annals of Child Development*, 12 içinde (119-76). London: Jessica Kingsley.
- Zimmerman, F. J., Christakis, D. A. ve Meltzoff, A. N. (2007a). Television and DVD/video viewing in children younger than 2 years. *Archives of Pediatric and Adolescent Medicine*, 161, 473-9.
- Zimmerman, F. J., Christakis, D. A. ve Meltzoff, A. N. (2007b). Associations between media viewing and language development in children under age 2 years. *Journal of Pediatrics*, 151(4), 364-8.