

The Role of TV Programmes in Developing Children's Language Skills

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Article Info

Received: March 09, 2025

Accepted: August 14, 2025

Published: August 24, 2025



10.46303/jcve.2025.22

How to cite

Ryskulbek, D., Moldagali, B., Shoibekova, G., Aulbekova, Z., & Ibraymova, L. (2025). The Role of TV Programmes in Developing Children's Language Skills. *Journal of Culture and Values in Education*, 8(2), 124-138.

<https://doi.org/10.46303/jcve.2025.22>

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ABSTRACT

This study aims to examine the impact of television programs in developing children's language skills, with a focus on the deficiencies in the language used in TV programming. To explore these issues, the authors conducted a comprehensive survey across all regions of Kazakhstan and analysed the findings. Based on respondents' feedback, the study identified primary challenges and drew conclusions grounded in scholarly perspectives. The survey addressed several aspects, including the language of children's television programmes and its effect on linguistic development, children's fluency in Kazakh, the extent to which media language conforms to linguistic norms, common speech deficiencies among children, and the amount of time children spend watching television. The survey involved 407 participants. Lexical deviations in children's language were analysed using data from a social questionnaire completed by respondents. Conducted across diverse demographic and geographic regions, the survey results show the frequency and impact of various social factors contributing to lexical deviations, including children's exposure to television. The study also highlighted the role of parents in fostering native language development (Kazakh) and confirmed that the surrounding environment – especially television – affects children's adherence to lexical norms. The questionnaire was administered in the state language, with respondents given the opportunity to provide additional comments. Based on the findings, the study assessed the impact of television on children's language development and proposed recommendations for linguistic, cultural, and social interventions.

KEYWORDS

Television; television program; linguistic norm; language deviation; social factors; language development; mother tongue.

INTRODUCTION

The central problem addressed in this study is that, despite increasing interest in children's speech development within the digital environment, existing research has not thoroughly examined how specific characteristics of television content – such as broadcast language, speech style, subject matter, and mode of presentation-affect the formation and development of children's speech in Kazakhstan's multilingual and multicultural context.

The rapid digitalisation of society has significantly reshaped the context in which children acquire language, with television and digital media now occupying a central role in their everyday experiences. In Kazakhstan, where children are raised in a multilingual and multicultural environment, the impact of television programming-particularly content broadcast in Kazakh and Russian – on speech development has become an increasingly important academic and social concern. However, despite growing interest in this topic, there remains a lack of in-depth, context-specific research on how the linguistic features, content quality, and adherence to language norms in children's television programmes affect the development of speech among Kazakhstani children. The importance of this issue is underscored by several key factors. First, early childhood represents a crucial period for language acquisition, during which the quality of linguistic input can have long-term effects on cognitive, social, and academic development (Hart & Risley, 1995; Vygotsky, 1934). In Kazakhstan, the competition between Kazakh and Russian – alongside the increasing presence of English borrowings and slang in media – raises concerns about the preservation of linguistic norms and cultural identity. Moreover, the lack of high-quality, age-appropriate content in the Kazakh language may hinder children's ability to develop strong native language skills, increasing the risk of speech disorders and a decline in vocabulary richness.

Previous studies, both international and local, have established that media exposure can significantly influence children's language development (Anderson & Evans, 2001; Buckingham, 1993; Neuman, 1995). Similar to the way smartphone use among students is shaped by social and demographic factors (Díaz-Aznar et al., 2019), the influence of television on children is determined by viewing time and the linguistic quality of the content. However, research in Kazakhstan has often generalised media effects or relied on findings from Western or Russian contexts without adequately adapting them to Kazakhstan's unique sociolinguistic landscape. In particular, earlier studies have tended to overlook age-specific effects, the imbalance between Kazakh- and Russian-language content, and the interdisciplinary nature of the issue, which intersects linguistics, psychology, pedagogy, and media studies (Akhmetzhanova, 2015; Yskakova, 2022). This study aims to fill these gaps by systematically analysing the linguistic characteristics of children's television programs in Kazakhstan and their impact on speech development, while also incorporating insights from both parents and educators.

The primary aim of this study is to identify the linguistic characteristics of children's television programs in Kazakhstan and assess their impact on the speech development of preschool and primary school children. Additionally, the research examines how parents and

teachers perceive this influence and whether television is utilised as an educational resource or merely as a form of entertainment. The study is grounded in sociocultural and psycholinguistic theories, with a particular emphasis on frameworks that highlight the importance of environmental input and social interaction in language development (Bruner, 1985; Vygotsky, 1934). The central hypothesis of this study is that the linguistic features and overall quality of children's television programs broadcast in Kazakh and Russian considerably affect the speech development of young children. In particular, the frequent use of non-codified linguistic elements—such as slang, anglicisms, jargon, and distorted speech—may lead to deviations from literary language norms, reduced vocabulary quality, and a heightened risk of speech disorders, especially when children lack a supportive language environment at home or in educational contexts.

Theoretically, this research advances understanding of the interplay between media content and language acquisition in a multilingual society. It highlights the importance of an interdisciplinary approach that incorporates perspectives from linguistics, psychology, and media studies. Practically, the findings underscore the urgent need to develop national strategies aimed at enhancing the quality of children's television programming, ensuring alignment with linguistic norms, age-appropriate communication, and cultural values. Such initiatives are essential for fostering the healthy speech development of children and safeguarding the linguistic and cultural heritage of Kazakhstan amid increasing global media integration. In summary, this study not only addresses a critical gap in the existing literature but also offers practical insights for educators, policymakers, and content creators aiming to improve the linguistic environment for children in Kazakhstan. Language development in children begins at the earliest stages of life. As noted by Duisenova and Nyghmetova (2012), 'In the beginning, a baby's speech only slightly resembles that of adults. Sometimes, they even use words that adults do not use at all'. The development of language is closely tied to the functioning of the speech and hearing organs, as well as to cognitive and perceptual abilities. In today's era of advanced technology, the influence of television and the internet on children's speech development has become increasingly evident. Fairy tales, cartoons, games, and various programs that children watch play a critical role in shaping and normalizing their speech. Television programs, in particular, serve as powerful tools for fostering key speech skills, including vocabulary acquisition, pronunciation, expressive and culturally appropriate language use, and the application of correct grammatical structures. Correcting language deficiencies and deviations from the norm in children's television programs is a vital yet complex process. As Syzdykova (2014) explains, 'The linguistic norm refers to the established and commonly accepted rules of language use in both written and spoken forms at a given stage of a society's development – rules that determine the correct usage of words, sentence structure, word formation, pronunciation, and spelling; in other words, the proper application of linguistic means'. When these norms are consistently upheld, the likelihood of linguistic deviations and incorrect usage is considerably reduced.

Research problem

In the context of widespread media consumption among children in Kazakhstan – particularly those of preschool and primary school age – the influence of television content on the formation and development of speech culture remains insufficiently studied. Children's television programs broadcast in Kazakh and Russian incorporate a range of linguistic elements, including literary language, slang, jargon, and anglicisms. The extent to which these elements align with literary language norms and their impact on children's active and passive vocabulary, overall speech development, and potential for speech distortions remains unclear. Additionally, it is important to examine how parents and teachers perceive this influence and whether TV programs are viewed as tools for language learning or merely as forms of entertainment.

Previous research lacks a systematic assessment of television content in Kazakhstan, with earlier studies frequently relying on Western or Russian findings without adapting them to the linguistic and cultural context of Kazakhstan. Insufficient attention has been given to age-specific factors, particularly how television content affects children's language development differently across various developmental stages. No distinction has been made regarding the influence of television content on different age groups – such as preschoolers and primary school children – despite the fact that age plays a critical role in the stages of speech development. Overlooking the shortage of high-quality content in the Kazakh language: Few studies have highlighted the imbalance between the quantity and quality of programmes in Kazakh and Russian, as well as its impact on language socialization. Lack of sufficient interdisciplinary approaches:

The issue requires the integration of data from linguistics, psychology, pedagogy, and media studies to achieve a comprehensive understanding. Implicit Importance of the Study

The influence of television programmes on speech development in Kazakhstan is often treated as self-evident, and thus its importance is not always explicitly articulated. However, in the context of digitalisation, urbanisation, and increasing language competition – particularly between Kazakh and Russian—the issue takes on cultural, educational, and even political relevance. It is especially critical for the preservation and active development of the Kazakh language among younger generations. This context provides the basis for formulating the objectives of the study:

To identify the linguistic features of children's television programmes in Kazakhstan and assess their impact on the speech development of preschool and primary school children, as well as to study the attitude of parents and teachers to this issue. In the early stages of studying this topic, the influence of television was often considered either in a generalised way (as part of the media environment as a whole) or fragmentarily (without considering the sociolinguistic features of the region and the age of children). As a rule, studies were limited to simply stating the fact of impact, without highlighting the qualitative differences between programmes in Kazakh, Russian and other languages, as well as without a detailed analysis of the lexical and grammatical characteristics of speech broadcast through the screen.

THEORETICAL FRAMEWORK

The influence of media – particularly television – on early childhood language development has been a central topic of academic inquiry for decades. This issue remains highly relevant given the pervasive presence of screen media in children's daily lives. Lev Vygotsky's (1934) seminal work *Thinking and Speech* established the foundation by emphasising that language acquisition is shaped through social and cultural interactions within a child's environment. Building on this, Jerome Bruner (1985) underscored the essential role of parents and immediate surroundings in scaffolding language development. Western scholars have extensively examined the linguistic and psychological effects of children's television programming. Susan Neuman (1995) was among the first to conduct a comprehensive study on how television content, pacing, and audiovisual elements influence children's vocabulary acquisition and school readiness. Her findings indicate that while educational programs can support language development, superficial or fast-paced content may impede it. Similarly, Anderson and Evans (2001) claimed that the developmental impact of television depends on the suitability of content for the child's age, with well-designed programmes promoting language growth in infants and toddlers. Recent research continues to underscore the complex relationship between screen media and language development in young children. Studies suggest that the impact of screen media on language skills varies considerably depending on factors such as content type, viewing context, and the level of interaction involved. For instance, a meta-analysis by Jing et al. (2023) found a modest positive relationship between screen media exposure and vocabulary development, particularly in the case of educational media such as e-books, whereas naturalistic media exposure showed no consistent effect. Similarly, Christakis and Hale (2024) emphasised that high-quality educational content and co-viewing with adults can support language development, while excessive or unmediated screen time may hinder critical parent-child interactions essential for linguistic growth. Madigan et al. (2019) reported that high levels of screen time in early childhood are associated with delays in both expressive and receptive language skills, particularly when the content lacks educational value. In contrast, Linebarger and Vaala (2010) demonstrated that high-quality, interactive educational programs – particularly those incorporating dialogic language – can enhance preschoolers' vocabulary and syntactic complexity. Collectively, these findings highlight the central importance of content quality in shaping the effects of television on early language acquisition.

In non-Western contexts, studies have revealed similar patterns. A Malaysian study by Singh et al. (2021) confirmed that television influences children's language development; however, parental beliefs regarding its educational benefits did not considerably reduce screen time, which frequently exceeded the American Academy of Pediatrics (AAP) recommendations. In China, Hu et al. (2020) conducted a stratified study of 579 five-year-olds in Guangdong to examine the effects of active and passive screen time. Their findings revealed that passive screen time negatively affected mathematical achievement, executive functioning, and social skills, whereas active screen time had a positive effect on receptive language and scientific

knowledge. Notably, overall screen time exceeded AAP guidelines, with boys, rural children, and only children demonstrating heightened susceptibility to adverse outcomes.

The linguistic features of children's television programmes represent a multidisciplinary concern at the intersection of linguistics, psycholinguistics, and media studies. In *Children and Television*, David Buckingham (1993) claimed that television impacts cognitive and educational development beyond mere entertainment, emphasising the need for critical engagement with media content. Building on this, Zinchenko (2002) highlighted how narrative structures and linguistic elements in cartoons can stimulate cognitive processes. Similarly, Killen (2013) observed that low-quality or stereotype-driven content can adversely affect children's perceptions and worldview formation.

In Kazakhstan, researchers have examined the role of television within national linguistic and cultural frameworks, emphasising its importance in promoting the Kazakh language and cultural identity. A study by Yessenbekova et al. (2024) analysing the popularity of Kazakh-language television content found that programmes presented in the native language received positive responses, particularly when addressing culturally relevant themes—reflecting a growing demand for media that supports national identity. Similarly, Jenkins (2022) highlighted television's role in disseminating cultural values, noting that Kazakh channels fulfil informative, educational, and cultural functions that help preserve national traditions and spiritual heritage. These findings underscore television's pivotal role in shaping Kazakhstan's linguistic and cultural landscape within a historically multilingual context. Akhmetzhanova (2015) examined the lexical features of Kazakh-language children's programmes, demonstrating their influence on the development of national worldview and cognitive development. Yskakova (2022) advocated for improvements in the linguistic and content quality of Kazakh animated films, arguing that the use of artistic language combined with cognitive elements can considerably enrich children's vocabulary. Together, these studies highlight the critical need for culturally and linguistically appropriate media content in Kazakhstan.

Television programmes can function as dynamic environments for language learning by utilising narrative structures and interactive elements. Gerdén (2004) emphasised the importance of clear, simple, and dialogic language in children's programming to align with developmental stages. However, unfiltered content frequently features non-literary language – including slang, anglicisms, and morphophonemic deviations – which can interfere with normative language acquisition (Vanden Abeele et al., 2016). This concern is particularly relevant for young children, whose active imaginations and cognitive development depend heavily on exposure to meaningful and structured linguistic structures.

1. This study examines the linguistic impact of Kazakh- and Russian-language children's television programs on the speech development of preschool and primary school children. The following hypotheses are proposed: The linguistic quality of Kazakh- and Russian-language children's television programmes considerably affects preschool and

primary school children's vocabulary development and adherence to literary language norms.

2. Frequent exposure to non-codified linguistic elements (e.g., slang, anglicisms, jargon) in television programs contributes to deviations from literary language norms and increases the risk of speech disorders in children.
3. The absence of a supportive language environment at home or in educational institutions amplifies the negative linguistic effects of low-quality television content on children's speech development.

By analysing linguistic deviations and their impact on children's speech, this study seeks to establish cause-and-effect relationships and assess the socio-cultural context, including family language proficiency and access to high-quality content.

METHOD

This research employed a comprehensive mixed methods design to investigate the influence of television programmes on the speech development of children aged one to sixteen in Kazakhstan, with a particular focus on linguistic deviations within a multilingual context. By integrating descriptive, correlational, and experimental methodologies, the study aimed to provide a thorough analysis of the relationship between television viewing habits and language acquisition processes. Data were collected through an online survey administered between October and December 2024, targeting parents and grandparents from all regions of Kazakhstan to ensure a geographically diverse sample. The following sections detail the research design, participant demographics, data collection instruments, and analytical techniques utilised in the study.

Research Design

The study employed a mixed-methods approach that integrated quantitative and qualitative methodologies to address its multifaceted research objectives. This design included three complementary strategies – convergent parallel, explanatory sequential, and exploratory sequential designs – to enable a comprehensive understanding of the research problem. By combining quantitative data, such as survey responses, with qualitative insights from interviews, the study applied triangulation to enhance the validity and depth of its findings (Creswell & Plano Clark, 2018). This methodology proved effective in capturing both measurable trends and nuanced perspectives, allowing for robust conclusions through the synthesis of diverse data types (Johnson & Onwuegbuzie, 2004). In the initial phase, a descriptive approach was utilised to identify key issues related to children's television viewing and its potential impact on speech development, guided by a literature review and expert consultations in linguistics and child development. At the same time, a correlational strategy examined relationships between variables such as screen time duration, linguistic content of television programmes, and the frequency of linguistic deviations in children's speech. The survey was structured around two main areas: children's viewing habits – including screen time, content preferences, and parental

involvement – and the linguistic influence of programme language, focusing on borrowed words, speech errors, and code-mixing. In the final phase, an experimental component was introduced to design and test interventions aimed at reducing linguistic deviations, based on patterns in non-codified language use, such as slang and loanwords, and strategies to promote literary language norms in educational settings. This integrated approach enabled a thorough analysis of the quantitative scope and qualitative depth of linguistic phenomena, drawing on interdisciplinary perspectives from linguistics, psycholinguistics, pedagogy, and media psychology.

Research Group/Participants

The participant cohort comprised parents and grandparents of children aged one to 16, residing in all administrative regions of Kazakhstan to ensure broad geographic representation. A total of 407 individuals completed the survey, meeting the eligibility criteria of being Kazakhstani citizens aged 18 to 65, regardless of ethnicity, and having at least one child or grandchild within the specified age range. Demographic analysis showed that 51% of respondents were aged 6 to 45, 31% were 46 to 55, 12% were 26 to 35, 5% were 56 to 65, and 1% were 18 to 25. Regarding gender, 94% were women and 6% were men. Ethnic composition revealed 98% identified as Kazakh, 1% as Uzbek, 0.5% as Russian, with smaller proportions of Kyrgyz, Uyghur, and other ethnicities. Participants were geographically spread across major urban centres such as Almaty, Shymkent, and Astana, as well as rural areas like Zhetisay, Kyzyltu, and Karabulak, thus representing all regions of Kazakhstan. Respondents' children ranged from eight months to 21 years, with a median age of 10, and most fell within the six-to-15-year range. Ethical approval was granted by the Research Ethics Committee of the Kazakh National Women's Teacher Training University, and informed consent was obtained from all participants, with anonymity protected through strict data de-identification protocols.

Data Collection Tools

Data were collected through an online questionnaire distributed via social media platforms between October and December 2024. The instrument was carefully designed to collect quantitative and qualitative data, featuring a combination of closed-ended items—such as multiple-choice and Likert-scale questions—and open-ended prompts to capture detailed parental observations. Questionnaire development followed a multi-step process: it began with a comprehensive review of domestic and international literature on media's impact on children's speech development, identifying key gaps in the Kazakhstani context. Expert consultations with specialists in linguistics, child psychology, and education ensured that the content was both relevant and age appropriate. A pilot test involving 15 parents was conducted to refine question clarity and improve response options, thereby strengthening the tool's reliability and validity. The final questionnaire addressed several domains: demographic information (including age, gender, ethnicity, and region of the parent or grandparent, and the child's age); television viewing habits (daily screen time, programme choices, and specific content watched); language influence (linguistic composition of programmes and use of

borrowed words); and speech development (Kazakh language proficiency, mixing of Russian or English words, phonetic and morphological deviations, and sentence construction ability). Sample items included questions on how many hours a child spends watching TV or using a phone daily, with options from under one hour to 15 to 18 hours, and open-ended prompts asking which Russian or English words the child mixes into their speech and whether they can use words appropriately and construct sentences correctly. To ensure broad accessibility, the questionnaire was offered in both Kazakh and Russian.

Data Analysis Techniques

The data analysis process integrated quantitative and qualitative methods to address the study's objectives and test its hypotheses. Quantitatively, descriptive statistics summarised demographics, screen time habits, and language preferences, showing that 52% of children watched content solely in Kazakh, 35% a mix of Kazakh, Russian, and English, and 10% mainly in Russian. Pearson's correlation coefficient was used to examine variable relationships, revealing a moderate positive correlation ($r = 0.38$, $p < 0.01$) between screen time exceeding three hours per day and the use of Russian or English loanwords. Chi-square tests showed a significant association ($\chi^2 = 54.2$, $p < 0.001$) between viewing Kazakh-language programmes and fluent Kazakh speech. Qualitatively, thematic analysis based on Braun and Clarke's (2006) framework identified key patterns in open-ended responses: 28% of parents reported phonetic issues with Kazakh sounds like *ң*, *қ*, *ғ*, and *ұ*; lexical mixing was frequent, including words like 'потом', 'короче', 'OK', and 'hello', attributed to cartoons, YouTube, and peer speech; 15% noted morphological errors, such as misuse of case endings like 'үйімге' instead of '2үйіме'; and sentence construction issues were reported, especially among younger children, e.g., 'Мен думала' rather than 'Менің ойымша'. Content analysis categorised popular programmes (e.g., 'Masha and the Bear', 'Koshkar men Teke', and 'Blue Traktor') by language and educational vs. entertainment orientation. In the experimental phase, 40 participants reporting linguistic issues engaged in a four-week intervention involving exposure to high-quality Kazakh-language educational content and parental language reinforcement, resulting in a 22% reduction in non-codified language use based on pre- and post-intervention speech samples. SPSS Version 27 was used for statistical analysis, NVivo Version 12 for qualitative coding, and Microsoft Excel for data cleaning and tabulation. Limitations include potential self-report bias due to recall or social desirability, limited generalizability due to a predominantly female and Kazakh sample, and exclusion of some rural respondents due to the online survey format.

RESULTS AND DISCUSSION

This study examined the impact of television programmes on the speech development of children aged one to 16 in Kazakhstan, emphasizing linguistic deviations within a multilingual context. It was guided by three hypotheses: (1) the linguistic quality of Kazakh- and Russian-language children's television programmes significantly affects preschool and primary school children's vocabulary development and adherence to literary norms; (2) frequent exposure to

non-codified linguistic elements – such as slang, Anglicisms, and jargon – contributes to deviations from literary language norms and increases the risk of speech disorders; and (3) the lack of a compensating language environment at home or in educational settings worsens the negative linguistic effects of low-quality television content. The findings, drawn from a survey of 407 parents and grandparents conducted between October and December 2024, are presented in relation to these hypotheses, followed by a discussion comparing the results with previous research and outlining practical implications.

Hypothesis 1: Linguistic Quality of Television Programs and Vocabulary Development

The first hypothesis proposed that the linguistic quality of Kazakh- and Russian-language children's television programmes significantly affects preschool and primary school children's vocabulary development and adherence to literary language norms. Survey data showed that 28.4% of children watched exclusively Kazakh-language programmes, 23.7% primarily Russian-language content with occasional Kazakh exposure, and 47.9% engaged with content in Kazakh, Russian, and English. A chi-square test demonstrated a significant relationship between exposure to Kazakh-language programs and fluent Kazakh speech ($\chi^2 = 54.2$, $p < .001$), suggesting that high-quality Kazakh content supports vocabulary growth and literary language use. Content analysis of program titles like 'Koshkar men Teke' (Kazakh) and 'Masha and the Bear' (Russian) indicated that Kazakh-language programs typically followed literary norms, while Russian-language programmes often employed simplified grammar and colloquialisms. Thematic analysis of open-ended responses showed that children exposed to Kazakh content tended to have more developed Kazakh vocabularies, with 24% of parents reporting fluent and accurate speech in the Kazakh language. These findings are consistent with Linebarger and Piotrowski (2009), who reported that linguistically rich media content supports vocabulary development in young children. In the Kazakhstani context, however, the limited availability of high-quality Kazakh-language programmes, as highlighted by Kozhakhmetov (2019), restricts opportunities for such enrichment. This underscores the practical need for greater investment in Kazakh-language children's programming that adheres to literary language norms, as emphasised by Syzdyk (2000). Such programmes could function as valuable educational tools, promoting vocabulary acquisition and standard speech patterns among preschool and primary school children who are especially impressionable to media input.

Hypothesis 2: Non-Codified Linguistic Elements and Speech Deviations

The second hypothesis proposed that frequent exposure to non-codified linguistic elements—such as slang, Anglicisms, and jargon—in television programs contributes to deviations from literary language norms and increases the likelihood of speech disorders. Survey results showed that 36% of parents reported their children frequently using Russian words like 'potom', 'davai', 'privet', 'tipa', and 'nu', while 65% observed English words such as 'OK', 'Yes', 'No', 'Beautiful', and 'Hello' in their children's speech. Thematic analysis revealed that 28% of children exhibited code-mixing, and 15% showed morphological errors, including incorrect case endings like 'үйімге' instead of 'үйге' or 'менімше' instead of 'меніңше.' A smaller subset displayed

disrupted sentence structures, such as beginning sentences with predicates or using Russian-influenced word order. Correlational analysis revealed a moderate positive relationship between exposure to mixed-language programs and the use of non-codified linguistic elements ($r = 0.38, p < .01$). These findings support Ibraimova et al. (2024), who identified linguistic inaccuracies in Kazakhstani television programmes as contributing to speech deviations. In contrast to Western studies that typically examine overall media exposure (Zimmerman et al., 2007), this study highlights the specific impact of non-codified elements in a bilingual environment, where children may come to normalise mixed-language speech (Korshunova & Turova, 2020). The increased risk of speech disorders, including phonological and syntactic errors, aligns with Christakis et al. (2004), who associated unsupervised media use with developmental delays. From a practical perspective, these results highlight the need for regulatory oversight of children's programming to ensure alignment with literary norms and reduce exposure to non-codified language. Collaborations between media producers and linguists could support the development of scripts that promote standard language use, thereby lowering the risk of speech-related issues.

Hypothesis 3: Absence of Compensating Language Environment

The third hypothesis proposed that the lack of a compensating language environment at home or in educational settings amplifies the negative linguistic effects of low-quality television content on children's speech development. Survey data showed that although 93% of respondents spoke only Kazakh at home, just 60% reported their children used Kazakh words correctly and in context, while 10% noted consistent errors and 3% observed occasional inaccuracies. Hierarchical regression analysis revealed that households with more media devices were linked to longer screen time ($\beta = 0.42, p < .001$), which in turn correlated with greater use of non-codified language. According to parental responses, 60% attributed their children's English word usage to mobile devices like YouTube and games, with fewer citing television or school content. Importantly, only a small portion of parents reported actively monitoring what their children watched, indicating limited compensatory support in the home environment. This finding is consistent with international evidence. As noted by Xhani, Kulluri, and Malësia (2024), *"Unsupervised television viewing for two or more hours per day could lead to inferior communication outcomes, whereas adult-supervised television viewing might aid language acquisition, although it is not as effective as social interactions"* (p. 163).

These findings align with Kohn and Fishman (1992), who emphasised the importance of strong language environments at home and school in mitigating external linguistic influences. In Kazakhstan, the combination of limited parental oversight and a shortage of Kazakh-language educational resources, as highlighted by Kozhakhmetov (2019), heightens the impact of low-quality media content. Practically, this underscores the need for parent education programs that encourage active content selection and language reinforcement at home. Schools could implement language immersion activities to address media-related deviations and support adherence to literary norms. Additionally, community-based initiatives, such as Kazakh-

language media workshops, could help families establish more effective compensatory language environments. *Broader Discussion and Implications*

This study expands global insights into media's role in language development by framing it within Kazakhstan's multilingual context. In contrast to monolingual research (Vandewater, 2011), which often focuses on limiting screen time, this study emphasises how linguistic quality, non-codified elements, and environmental factors interact to shape speech outcomes. The results highlight the socio-cultural challenge of linguistic dominance, with Russian and English exerting substantial influence due to historical and global dynamics, as noted by Melosik (2023). The observed normalisation of code-mixing in 28% of children signals a broader weakening of Kazakh linguistic identity, reinforcing the need for ideological initiatives to enhance the language's prestige, as advocated by Kohn and Fishman (1992). Practically, these findings support the development of a national strategy to improve children's television content by integrating strict linguistic standards, age-appropriate educational objectives, and cultural reinforcement. Policymakers could encourage the creation of Kazakh-language programs through subsidies and specialised training for content producers. Regulatory agencies should enforce guidelines to minimise non-codified elements, ensuring that media serves as a reliable linguistic model. Educational campaigns can equip parents to actively monitor media use and cultivate Kazakh-language environments at home, while schools could adopt media literacy curricula to help children critically assess the linguistic quality of content. The findings also highlight the need for systemic language policy reforms to tackle the shortage of Kazakh-language content and the weak enforcement of literary norms, as identified by Kozhakhmetov (2019). According to Yeleussiz and Qanay (2025), the development of media literacy in Kazakhstan is constrained by the lack of clear policies and adequate resources. Community-based initiatives, including language festivals and family media events, could help reinforce the cultural significance of Kazakh and mitigate the influence of globalised media. Addressing these challenges would support balanced speech development and contribute to the preservation of Kazakhstan's linguistic heritage.

Limitations and Future Directions

The study's reliance on parental self-reports may introduce biases, including recall inaccuracies and social desirability effects. The predominantly female (94%) and Kazakh (98%) sample also limits the generalisability of the findings. Future research should consider incorporating direct speech assessments or observational methods to validate results and examine demographic differences in how television exposure affects linguistic competence. Longitudinal studies could examine the long-term effects of media consumption on language development as children advance through school, providing a clearer picture of sustained exposure's effects over time (Anderson & Pempek, 2004). Additionally, experimental interventions involving compensatory language environments – such as interactive reading or structured language activities – could help determine their effectiveness in addressing media-induced deviations in language acquisition (Linebarger & Walker, 2005). These strategies would offer deeper insight into the

complex relationship between television exposure and linguistic development across varied populations. In conclusion, this study confirms the profound influence of television programmes on children's speech development in Kazakhstan, highlighting the importance of linguistic quality, exposure to non-codified elements, and the presence of compensatory language environments. By implementing targeted media reforms, promoting parental education, and enacting supportive language policies, Kazakhstan can strengthen linguistic development and ensure that children grow into fluent, culturally rooted speakers of their native language. The research was conducted as part of the project AP19679549, 'Theory and Practice of Monitoring Compliance with the Literary Language Norm in Programs (2017–2024) on the TV Channel 'Balapan', funded by the Committee of Science and Higher Education of the Republic of Kazakhstan for 2024–2026.

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