

## Exposure to language in video and its impact on linguistic development in children aged 3-11: A scoping review

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### *Abstract*

Early exposure to books can benefit language acquisition by expanding children's linguistic experience and engaging them in a shared activity (Nation et al. 2022; Dowdall et al., 2020). Video media (including television) could potentially fulfil a similar role by exposing children to new linguistic phenomena in an engaging setting. However, while many studies have examined the impact of screen-time on cognitive development (for a review see Kostyrka-Allchorne et al., 2017), the findings relating specifically to language remain unclear. The aim of this review is to understand how encountering language content in video media might impact a variety of language skills in children aged 3-11. This review maps the methods and findings of 93 studies that met preregistered criteria with the goal of understanding which factors impact learning outcomes following video exposure. Results from observational (N=31) and experimental (N=62) studies reveal a divided literature in which video viewing is linked to short-term benefits for learning specific linguistic structures from high-quality video media, as well as having negative or null long-term associations with standardised language measures. Results highlight various methodological difficulties and limitations faced by experimental and observational approaches and reveal the importance of video quality and viewing context for language learning.

*Keywords: Language development, video media, screen time, vocabulary, comprehension*

### **References**

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