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Enhancing Ffl Learners' Vocabulary through French Television Programmes: Case of Third-year Pupils at Pasteur Garçons Primary School-tlemcen (algeria)

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Abstract

This study highlights the effective role of children's television programmes to enrich the French vocabulary of primary-school learners aged 7 to 9. Children at this level are supposed to be at a crucial stage of linguistic and cognitive development. Therefore, constant and adequate exposure to television educational and entertaining programmes can significantly impact their vocabulary growth. Since children learn by observing, imitating and doing, the study emphasizes the positive impact of audiovisual content on children's vocabulary growth, and how such content facilitates the comprehension and retention of new words and expressions through a case study involving five Algerian FFL pupils enrolled in the third level of primary education. It also highlights the role of parents' mediation in enhancing comprehension and retention of such words and expressions. The study makes use of the following research instruments: two semi-structured interviews, one conducted with children's parents, and a second one with children's teachers, and children observation. The results demonstrate that children's vocabulary has considerably improved. It appears that children who are regularly exposed to linguistically varied, rich and age-appropriate television programmes such as cartoons, storytelling, educational games, and songs develop a wider vocabulary and advanced word usage in oral expression. The study concludes that it would be advisable for parents to select and integrate appropriate television programmes to develop children's curiosity, foster their motivation and, by the same token, improve their vocabulary storage.

Keywords: French Vocabulary Acquisition; Novice Learners; Primary Education; Oral Expression; Audiovisual Aids