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**CHILDREN'S TELEVISION PROGRAMMES AND  
THEIR EFFECTS ON THE ORACY SKILL OF A  
YOUNG SECOND LANGUAGE VIEWER**



**UNIVERSITI UTARA MALAYSIA**

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CHILDREN'S TELEVISION PROGRAMMES AND  
THEIR EFFECTS ON THE ORACY SKILL OF A YOUNG  
SECOND LANGUAGE VIEWER

This project paper is submitted to the Centre of Graduate Studies

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Universiti Utara Malaysia

UUM

By

Universiti Utara Malaysia

ADRILAYANTI ALAUDDIN

UNIVERSITI UTARA MALAYSIA

2011

## **DECLARATION**

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.



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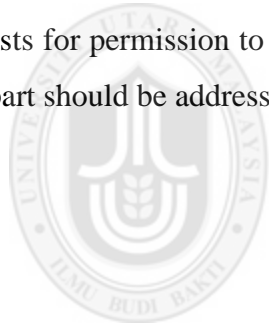
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## ABSTRAK

Program televisyen kanak-kanak telah didapati oleh kebanyakan penyelidik sebagai satu medium yang berkesan untuk meningkatkan kebolehan literasi dan bertutur di kalangan kanak-kanak. Walaupun terdapat beberapa hujah yang bertentangan tentang impak program television kanak-kanak (Wilson, 2008; Cantor, 2002), terdapat juga beberapa kajian (Anderson & Pempek, 2005; Moses, 2008; Howard & Roberts, 2002) telah membuktikan bahawa sekiranya kanak-kanak didedahkan dengan pelbagai program pendidikan di televisyen, berpandukan tunjuk ajar dan bimbingan yang berkualiti daripada para ibu bapa, mereka mampu menunjukkan kesan yang positif dalam kemahiran bertutur dan lama-kelamaan akan menonjol dalam kemahiran membaca dan menulis mereka di pra-sekolah. Kertas kerja ini melaporkan hasil kajian ke atas program televisyen kanak-kanak yang menunjukkan impak yang positif ke atas perkembangan literasi mereka yang berumur antara 3 ke 5 tahun. Persoalan kajian ini adalah bagaimana program televisyen kanak-kanak membantu meningkatkan kemahiran bertutur mereka di dalam Bahasa Inggeris? Metodologi kajian ini melibatkan kajian kes khusus, berpendekatan pemerhatian yang teliti, yang dijalankan pada dua peringkat usia yang berlainan terhadap seorang subjek, semasa beliau berumur empat tahun, dan setelah beliau meningkat usia ke lima tahun. Kajian ini bertujuan untuk melihat perbandingan dalam kemahiran berkomunikasi oleh subjek dalam Bahasa Inggeris pada dua peringkat usia yang berbeza. Data dikumpulkan dalam bentuk hasil pemerhatian, interaksi yang dirakamkan di antara subjek dengan ahli-ahli, analisa tentang kandungan program yang ditonton subjek dan beberapa nota lapangan yang berkaitan, yang direkodkan dalam dua jangka masa yang berlainan mengikut umur subjek, pertama dalam satu minggu dan kedua, dalam empat bulan dengan pemerhatian yang teliti. Hasil perbincangan akan merumuskan sejauh mana program televisyen kanak-kanak mempengaruhi perbendaharaan kata kanak-kanak di dalam Bahasa Inggeris, interaksi subjek dengan ahli-ahli keluarganya semasa menonton program sasaran, dan perkembangan komunikasi subjek di dalam Bahasa Inggeris. Kajian ini juga mencadangkan beberapa cara untuk membantu para ibu bapa dan guru menggalakkan awal literasi di kalangan kanak-kanak melalui program televisyen kanak-kanak, dan membantu mereka memilih program yang sesuai dan menarik untuk ditonton oleh kanak-kanak di peringkat pra-sekolah.

## **ABSTRACT**

Children's television programmes have been discovered by many researchers as an excellent path towards literacy and oracy among young children. Although many contrary arguments are given by certain people regarding the impact of television programmes among young viewers (Wilson, 2008; Cantor, 2002) some studies (Anderson & Pempek, 2005; Moses, 2008; Howard & Roberts, 2002) have proven that if the children are exposed to a lot of educational programmes and with proper guidance from their parents and teachers, they unexpectedly reveal more positive learning in oracy skill and gradually show positive performance in reading and writing as they embark in preschool. The present paper reports on the positive impact of children's television programmes among young children between 3 and 5 portraying literacy. The research question is how do the children's television programmes help to improve the oracy skill of a second language child? The methods include two phases of case study. First, a closed and intense observation is conducted when the subject is 4 years old, and the second phase is conducted when the same subject grows older to 5 years old. This research compares the progress of communicative level in second language on the same subject in two different periods of time. Data in the form of observations, recorded interactions between the boy and members of his family, content analysis of the programmes watched and field notes were collected within one intense week for the first stage, and 4 intense months for the second stage. The discussion of findings will include how far the children's television programmes affect the second language child's oracy through his vocabulary, the interaction that he does while watching the target programmes and the progress of his communicative level in second language. This study also suggests ways for parents and teachers to promote early literacy practices through children's television programmes and help them to identify the characteristics of suitable attractive programs for their preschool learners.



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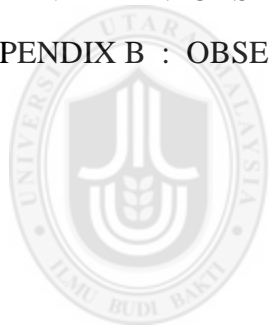
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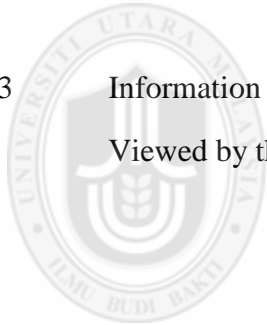
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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Introduction**

Television is essentially seen as a powerful teacher, presenting in a particularly effective way all kinds of lessons containing both desirable (e.g. educational / factual information or pro-social messages) and undesirable material (e.g. violence, stereotyping, consumerism) (Howard & Roberts, 2002). It is undeniably true that television programmes may affect children or young viewers in many aspects, specifically in their cognitive skills, social behaviours and achievements in later stages of development. Although some researchers such as Wilson (2008) and Cantor (2002) oppose the views of having benefits of television programmes to children, they do not agree on violence and negative aspects in certain programmes especially commercials and entertainments which are obviously not suitable for children at young age and teenagers. As Wilson (2008) adds, violent television programming contributes to children's aggressive behavior, and a growing body of work indicates that playing violent video games can have the same harmful effect. But if children spend time with educational programmes, media exposure can have more

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