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**The Impact of Watching Cartoons
on Children's Language and Behaviors
-The Case of Middle School Benbernou Mohamed's
First and Second Year Pupils in Mostaganem-**

A dissertation submitted in partial fulfilment of the requirements
for the Master Degree in “**Linguistics**”

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Dedication

To my parents,

To my family members,

To my mates and friends.

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Abstract

Psychologists studies have proven the fact that children's mind is very fast in acquiring and imitating anything are exposed on. Since television is considered as one of the most prominent tools that children are exposed to through watching cartoons, cartoons represent the center of the interest of these kids so it addresses their brain, vision, and hearing senses. The control and the presence of vigilant parents is necessary. As a consequence, this kind of programmes affects children's behaviours in both positive and negative ways. The present research aims to examine to what extent watching different kind of cartoons can influence children's language and behaviour. To obtain answers a quantitative research was elaborated. Two questionnaires were investigated in this study. A first Questionnaire administered to thirty (30) middle school pupils from Mostaganem. And a second one administered to fifteen (15) parents from the same town. The findings indicate that cartoons in general develop the language of pupils constructively and unconstructively. They also show that some kids turn out to be addicted to these cartoons. And they do not make a distinction between reality and fiction. And the degree of brutality towards their parents and peers is sometimes uncontrollable.

Keywords: Television, Language Acquisition, Language Development, Algerian Children, Cartoons, Behaviors.

List of Acronyms

LAD: Language Acquisition Device

CDS: Child Directed Speech

UG: Universal Grammar

TV: Television

AA: Algerian Arabic

List of Tables

Table 1. Age and Level of Pupils	22
Table 2. Children's Age	28

List of Figures

Figure 1. Watching cartoons	23
Figure 2. Time spent on watching cartoons	23
Figure 3. Kinds of preferred cartoons	23
Figure 4. Preferred cartoons' languages	24
Figure 5. Preferred cartoon TV channels	24
Figure 6. Names of watched cartoons	25
Figure 7. Imitating cartoons	25
Figure 8. Kinds of imitated cartoons' scenes	26
Figure 9. Children's preferences	28
Figure 10. Effects of watching cartoons	29
Figure 10. Parental control over kinds of cartoons	29
Figure 11. Children's violent behaviors caused by watching cartoons	30
Figure 12. Things that children learn from watching cartoons	30
Figure 13. Difference between cartoons then and now	31

Table of Contents

Dedication	i
Acknowledgements	ii
Abstract	iii
List of Acronyms	iv
List of Tables	v
List of Figures	vi
Table of Contents	vii
General Introduction	1

Chapter One: Language Acquisition

Introduction	5
1. Language Acquisition	7
2. Language Acquisition Theories.....	8
2.1 The Nativist Theory	9
2.2 The Behaviourist Theory	9
2.3 The Interactionist Theory.....	10
3. Stages of Language Acquisition	10
4. Television and Language Development	13
4.1 Cartoons	14
4.2 The Theory of Cultural Implantation	16
Conclusion	17

Chapter Two: Methodology and Data Analysis

Introduction	19
1. Research Design	19
2 Participants and the Context of the Study	19
3. Research Tools	20
3.1 Description of the Pupils' Questionnaire	21
3.2 Administration of Pupils Questionnaire	22

3.3 Analysis of the Pupils' Questionnaire	22
3.4 Description of the Parents' Questionnaire	26
3.5 Administration of Parents Questionnaire	27
3.6 Analysis of the Parent's Questionnaire	28
Conclusion	31

Chapter Three: Data Analysis and Findings

Introduction	33
1. Findings.....	33
1.1 Results of the Pupils' Questionnaire	33
1.2 Results of the Parents' Questionnaire	35
2. Discussions.....	36
3. Recommendations	38
Conclusion	39
General Conclusion	40
References	42
Appendices.....	44

General Introduction

The medias impose their presence on the human beings' life, thanks to their different audio -visual programs which reached a tremendous level through it spread all over the world. Globalization and technological revolution make from this big world a small village where internet and satellite dishes become a vital part in Peoples' daily life.

Algerian Television (TV),before the appearance of internet and air dishes, had a reduced time of broadcast, a limited number of channels and TV programs that could be handled by parents. However; now it provides nonstop broadcast with a hundred channels with a variety of programs. These TV programs from various parts of the globe with their cultural differences cross boundaries of religious principles and morals and may affect human minds positively and negatively on people in general and more specifically on children.

Some parents try to control the programmes watched by their children but the real trouble is in the way they do it. Since, when it comes to cartoon they feel confident and do not see the necessity to check the type of cartoon their children watch. Cartoons equal safety for the majority of progenitors. Consequently, they do not even control time their children spent watching TV. So, parents should be aware of the fact that environment where their kids grow up may sculpture their way of thinking whether positively or negatively. It can develop and influence their personality, education and their future as well. Bearing in mind all that important points that concern children and with the era of globalization and the huge development of audio-visual programmes. The researcher investigates the impact cartoons have on Algerian children.

This research is a psycholinguistic study; the topic is related to the unsatisfactory behaviors that are shown by children due to cartoons. The present work tries to demonstrate

to what extent cartoons may affect children's behavior and language both constructively and harmfully considering recent reflections on the thinking area of children.

The researcher observed one of the children doing fancy moves with his friends using a knife; when the child was asked about the reason behind such behaviour, he replied "I saw it on TV and it just to show them that I'm stronger". The way and the degree of imitating scenes and characters from TV programs urged the researcher to initiate a study about the cartoons effect on children.

The present research aims at investigating the impacts of watching cartoons on Algerians children the case of middle school pupils. It attempts to analyze the influence of cartoons on children and the degree it could manipulate and affect them. The participants are 1st and 2nd year middle school pupils.

To achieve the study objectives, the researcher raises the following questions:

- To what extent does watching cartoons have an impact on the Algerian children's language and behaviors?
- Could these cartoons influence their mind and their ability to distinguish between reality and imagination?

The researcher hypothesizes are:

- Watching cartoons have both positive and negative impacts on the Algerian children's language and behaviors.
- Some cartoons scenes cause confusion on the child's mind and become unable to distinguish between reality and imagination

The study adopted two questionnaires. A first questionnaire of (8) questions handed to thirty (30) middle school pupils. And a second questionnaire of (7) questions administered to fifteen (15) parents. Both participants are from the city of Mostaganem (Algeria). The aim of these questionnaires is to collect information from both parts to get different opinions from parents and children. The purpose behind that is to get consistent answers to our interrelated questions to see if watching cartoons is controlled by parents or not and what are the reasons behind that.

The study is divided into three chapters. The first chapter deals with the development of language acquisition theories and also cartoons and TV programs. The second chapter presents the research methodology and describes the steps followed to analyze the data collected from both participants. The last chapter highlights the major findings and discussion and give some recommendations.

CHAPTER ONE

Language Acquisition

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Introduction	5
1. Language Acquisition	7
2. Language Acquisition Theories.....	8
2.1 The Nativist Theory	9
2.2 The Behaviourist Theory	9
2.3 The Interactionist Theory.....	10
3. Stages of Language Acquisition	10
4. Television and Language Development	13
4.1 Cartoons	14
4.2 The Theory of Cultural Implantation	16
Conclusion	17

Introduction

This chapter introduces the field of child language acquisition, building key theoretical debates. It deals with the characteristics of the human mind and what make it possible to acquire language and to what extent acquisition is biologically programmed and influenced by our environment. It investigates on what makes learning a second language different from first language acquisition, and whether the specific stages in language development are universal across languages.

Language is extremely complex therefore a child already knows most of the grammar rules in his mother tongue language, he acquires it without being exposed to learn about it children seem to learn language like the way they learn to walk **As Fromkin** said that we do not enter the world before we are able to stand and walk, but all normal children begin to do so at around the same age , and Ones we fully understand languages complexity it seems truly amazing that babies can learn to speak and understand without direct instructions .

1. Language Acquisition

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language in other words, gain the ability to be aware of language and to understand it, as well as to produce and use words and sentences to communicate. Language acquisition involves structures, rules and representation. The capacity to successfully use language requires one to acquire a range of tools including phonology, morphology, syntax, semantics, and an extensive vocabulary.

Language Acquisition means process whereby children achieve a fluent control of their native language (Varshney, 2003:307). The ability to get and understand the language is inherited genetically but the particular language that children speak is culturally and environmentally transmitted to them. Children all over the world acquire their first language without tutoring. Whereas a child exposed to speak to an English-speaking community begins to speak English fluently, the other one exposed to a community of Indonesian speakers, begins to use Indonesia fluently. Language acquisition thus appears to be different in kind from the acquisition of other skill such as swimming, dancing, or gymnastics.

Native language acquisition is much less likely to be affected by mental retardation than the acquisition of other intellectual skill activities. Every normal human child learns one or more languages unless he is brought up in linguistic isolation, and learns the essentials of his language by a fairly little age, say by six

According to **Chomsky** (2009) language acquisition is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions. The form of Acquisition and use of language the language that is acquired is largely determined by internal factors; it is because of the fundamental correspondence of all human languages, because of the fact that “human beings are the same, wherever they may be”, that a child can learn any language. The functioning of the language capacity is, furthermore, optimal at a certain “critical period” of intellectual development. In addition to that, the term „language acquisition“ is normally used without qualification for the process which results in the knowledge of one’s native language (or native languages). It is conceivable that the acquisition of a foreign language whether it is learned systematically at school or not, proceeds in a quite different way. Indeed, as we have seen, the acquisition of one’s native language after the alleged „critical age“ for language acquisition may differ, for

neurophysiologic reasons, from the normal child's acquisition of his native language. (Lyons, 1981:252).

“Children learn language because they possess an inborn capacity which permits them to acquire a language as a normal maturational process, this capacity is universal, which means that the child has an innate language acquiring device, he learns a language by exposure to it in society and by unconsciously forming certain hypothesis about language, which he goes on modifying till he comes to the adult model to which he is for the most part exposed” (Hutauruk, 2015). Hence, language acquisition is an integral part of the unity of all language (Robbins, 2007: 49) Language acquisition is the process whereby children achieve a fluent control of their native language (Varshney, 2003:307)

Children learn a language, not because they are subjected to a similar conditioning process, but because they possess an inborn capacity which permits them to acquire a language as a normal maturational process. This capacity is universal. The child has an innate language acquiring device. He learns a language by exposure to it in society and by unconsciously forming certain hypothesis about language, which he goes on modifying till he comes to the adult model to which he is for the most part exposed. So, the child goes on constructing an innate grammar, operating over generalized rules. The capacity for acquiring language is remarkable a number of reasons (**Langacker, 1973**)

2. Language Acquisition Theories

The child builds his first language through a set of linguistic stages through the acquisition of innovative language skills. These skills development over time since birth, Childhood, teen.

“There is no step more uplifting, more explosive, more momentous in the history of mind design than the invention of language. When Homo Sapiens became the beneficiary of this

invention, the species stepped into a slingshot that has launched it far beyond all other earthly species in the power to look ahead and reflect...” **Dennett 1996, p.147**

The fast evolution in various fields of science and technology helped researchers to emerge several theories and approaches over the years to study the process of how children acquire their first language.

2.1 The Nativist Theory

a biologically-based theory, which argues that humans are pre-programmed with the innate ability to develop a language which is innately determined that we are born with a build-in-device that predisposes us to language acquisition. Linguists have long debated how and why we're able to learn a language, are we born with the ability to communicate with language, or do we learn it after we're born?

The main theorist associated with the nativist perspectives is Noam Chomsky; he said that every child is born with the biological predisposition to learn any language and he came up with the idea of language organ that is hardwired into our brains known as the language acquisition device (LAD).

Chomsky developed what is called the nativist perspective to answer questions about why children are so skillful at learning a language, according to Chomsky's theory; infants have an innate ability to learn language. From a very early age, we're able to understand the basics of language. For instance, Chomsky argued, children are able to understand the proper order of words from a young age. Instead of saying "Juice I want," children know to say "I want juice!" Chomsky noted that this is similar across languages. Children are able to do this even before they have developed a large amount vocabulary. This is a significant point for Chomsky because it underscores his theory that children are capable to comprehend the structure and rules even before they know a lot of words. *“All children*

share the same innateness; all children share the same internal constraints which characterize narrowly the grammar they are going to construct” (Chomsky, 1977, p.8)

The language acquisition device contains a set of rules for all possible human languages, Chomsky called these common rules universal grammar (UG); a process allows children to select out many grammatical rules about the language that is heard and spoken around them, they construct it to formulate their own native language. **(Chomsky, 1976)**

2.2 The Behaviourist Theory

On the other hand, the behaviorists theory main concerns that the language of the child depends on their natural occurrence in response to environmental circumstances. Another theory occurs to prove that children cannot acquire the language independently without the communication with their family members and other environmental surroundings.

The most eminent representative of behaviourism, B.F. Skinner came up with the concept of operant conditioning. He projected this theory as an explanation for language acquisition in humans. In *Verbal Behavior* (1957), he stated: *"The basic processes and relations which give verbal behaviour its special characteristics are now fairly well understood. Much of the experimental work responsible for this advance has been carried out on other species, but the results have proved to be surprisingly free of species restrictions. Recent work has shown that the methods can be extended to human behaviour without serious modifications."* **(cited in Lowe and Graham, 1998, p68)**

Language acquisition is a learned set of performance. It views that children's language learning begins when the child produces a sound and a parent or other caregiver reinforces that action positively. This theory believes that language is learned like anything else. Learning depends on the response of the individual within this environment. Whatever

is reinforced is repeated. In this view, children have the potential to acquire language thanks to the right circumstances. The behaviorist vision is that language is learned by imitation. Children try to imitate the sounds that adults make. When their attempts are rewarded, they repeat them and eventually learn to make certain sequences of sounds.

"The behaviorist theory of stimulus-response learning, particularly as developed in the operant conditioning model of Skinner, considers all learning to be the establishment of habits as a result of reinforcement and reward" (Wilga Rivers, 1968, 73).

2.3 The Interactionist Theory

The interaction theory of language development is a compromise between the nativist theory and the behaviorist theory of language development. The interaction theory recognizes that both environmental and biological factors are important in language development. Within this theory of compromise are theorists who are closer to one end of the extreme than the other. However, all interactionists believe that language acquisition occurs as a result of the natural interaction between children and their environment, more specifically, their parents or caregivers.

Input or Interactionist theories, in contrast to the work of Chomsky stress the importance of the language input on children is received from their care-givers. Language exists for the purpose of communication and can only be learned in the context of interaction with people who want to communicate with you.

Interactionists such as Jerome Bruner suggest that the language behaviour of adults when talking to children (known by several names by most easily referred to as child-directed speech or CDS) is specially adapted to support the acquisition process. This support is often described to as scaffolding for the child's language learning.

3. Stages of Language Acquisition

It is very important to understand stages children move through. how they take in stimuli from the environment and use it to grow. Most theorists and scholars agree that there are periods in children's lives where they become biologically mature enough to develop certain skills that they could not reach easily. Research shows that babies and toddlers' brains are more flexible to learn to understand and use language than are older children's brains. (**Oswalt, 2008**).

Morgan (2014) has defined critical period as a term which derives from processes identified in developmental psychology and developmental biology that period can be described as a maturational time frame during which an organism has reached sensitivity to external stimuli that are important for the growth of a particular skill, whereas during this time period if the organism is not exposed to the appropriate stimuli then the dependent skill may be unattainable in severe cases, these critical periods have been seen as in all species studied, from fruits to human where basic sensory in humans has been shown to be dependent on learning over certain time windows.

Penfield and Lenneberg propose that it exists a critical period for first language acquisition, they suggest that maturational time period where language stimuli must occur for optimal language acquisition is in early childhood, which builds a biologically constrained learning, (**Morgan, 2014**), also if exposure to language was delayed until after five years old and up to puberty the development would not succeed, however it would be driven by different sets of cognitive processes and it would be less successful.

Hutauruk (2015) describes the approaches of acquiring the language and explains them as follows:

a)- Cooing stage: a child is able to produce the vocalization such as “eh” or “heh”. Responding the sound through smile and eye contact. According to **Bolinger (2002)** pre-talking stage or cooing is the vowel-like sound responding to human sounds more definitely, turns head, eyes seem to search for speaker occasionally some chuckling sounds. For example, Miles (at the age of 4 months) demonstrating the cooing stage of language acquisition. He is producing vowel-like sounds (especially, the back vowels [u] and [o]) in the sounds of “oh”, “uh”, and “ah”, typical of "cooing". He still finds difficulties in producing the vowel sound [i] except when he is screaming in “hiii”. Moreover, in producing the consonant sounds like [b], [p], or [m], she is not able to produce them yet.

b)- Babbling Stage: babbling is the sounds which infants produce as consonant-vowel combinations, **Steinberg (2003)**. The sounds which are produced by infants but not all the speech sounds are similar in the languages of the world such as [ma-ma-ma] or [da-dada] and [ba-ba-ba] or [na-na-na].

c- Holophrastic Stage: a child is able to produce the single word and answer every question simply. The single word represents a sentence. **Fromkin (1983)** defines holophrastic from holo “complete” or “undivided” plus phrase “phrase” or “sentence”. So holophrastic is the children’s first single word which represents a sentence. Children use one word to express a particular emotional state; for example, Debby’s mother recorded the words she had pronounced during the 8 months after the appearance of her first word at 9 months (this was [adi], used both for her "daddy"). During the two weeks from 17 months - 17 months and a half, she doubled her vocabulary.

d- Telegraphic Stage: a child is able to express his feelings into sentences. He is able to build a sentence, although there are some mistakes. Two-words stage is the mini sentences with simple semantic relations. As **Fromkin (1983)** states that children begin to form

actual two-word sentences, with the relations between the two words showing definite syntactic and semantic relations and the intonation contour of the two words extending over the whole utterance rather than being separated by a pause between the two words. The following “dialogue” illustrates the kinds of patterns that are found in the children’s utterances at this stage. Basically, a child at this age is already able to produce the consonant sounds like [j], [p], [b], [d], [t], [m], and [n].

“Telegraphic” is merely a descriptive term because the child does not deliberately leave out the non-content words, as does an adult in sending a telegram, **Fromkin (1983)**.

When the child begins to produce utterances that are longer than two words, these utterances appear to be “sentence-like”; they have hierarchical, constituent structures similar to the syntactic structures found in the sentences produced by adult grammar.

d- Later Multiword Stage: a child is able to produce the clear pronunciation and the vocabulary increases. According to **Bolinger (2002)** this stage is the fastest increase in vocabulary with many new additions every day; no babbling at all; utterances have communicative intent. There is a great variation among children, seems to understand everything said within hearing and directed to them.

4. Television and Language Development

One of the major literatures related to the relationship between television and language development is the report of American Academy of Pediatrics, Committee on Public Education (1999) that shows the lack of being exposed to television among infants and toddlers ages less than two, as it shows the critical impacts of the average half-an-hour per day exposition to television among children from two to six years old. However, the study of **Rideout & Hamel (2006)** reported parents’ opinions about time spent on viewing

television. The parents confirmed the potential influences of television on their children's language.

Shedding the light on programs that are oriented to children, the nature of those programs' language is still in question. Empirically, the codes that the communications between children and television result do not have linguistic features. However, **Clark & Clark (1977, p.330)** confirms that "*On television, people rarely talk about things immediately accessible to view for the audience, they Ohear rapid speech that cannot easily be linked to familiar situations*". Considering that as a reality may lead us to think that children ignore any verbal actions. Despite that the study's results, as observed in later studies that children respond to and interact with programs designed for them. (**Watkins, Calvert, Huston-Stein & Wright, 1980**).

4.1 Cartoons

Cartoon is a type of entertainment that main objective is children. It is an animation typically non-realistic; it evolves over time and becomes most popular program watched by children for hours. The first animation was presented as a preparatory drawing for a piece of art. In the 19th century, it began to spread in magazines. Cartoons came to refer to humorous illustrations. In early 20th century, it began to refer to as animated films which resembled print cartoons.

There are many channels available now in the world generally and in Algeria in specifically, including several ones targeting children. This is some channels list provided on TV; "mbc3" cartoon network "space toon", "toyor el Jannah" etc... Some studies considered that several animation shows are a tool to kids for teaching and learning

languages however we should not ignore the side that it causes a violence affects among children.

According to **Ybarra (1970)**, in recent children cartoons, it is noticed that a number of cartoons characters jump, dive and fall from very high heights and then land without being harmed. As long as these cartoons do not promote sex or any kind of violence parents appear happy with this. However, are these types of cartoons really safe for children? *“In all episodes of Loony Tunes, you spot a short clip of Wile E Coyote trying to catch the Road Runner. Similarly, in every clip of Wile E Coyote in some shape or form appears to fall off a cliff or just have one of his inventions backfires and cause a massive explosion. Nevertheless, he manages to collect his teeth, clean himself and get up attempting to catch the Road Runner”*

Bugs Bunny and Elmer Fudd are other examples of these kinds of cartoons. In Bugs Bunny and Elmer Fudd, it appears all the time rabbit hunting season and Elmer Fudd can never appear to shoot that dangerous rabbit. Bugs usually find a means to bend the gun to aim at Elmer or plug it up with some kind of object, when he tries. Nevertheless, either way the guns always fire into Elmer’s face. However, in the popular American cartoon Tom and Jerry, a cat and a mouse literally chase each other attempting to harm or kill one another. The whole scenes of the cartoon are a cat trying to eat a mouse and a mouse trying to kill a cat and when one unleashes pain on the other, they simply get up and resume their chase using different danger tools.

In 2008, a Japanese publishing house stood up to send a popular cartoon called "The Adventures of JoJo Bizar" because it contains inappropriate references to Islam. It contains inappropriate descriptions of the mosques. The Japanese publishing house apologized for provoking Muslim feelings and promised to deepen its knowledge about Islam. This was

never repeated again. "These offensive cartoons can provoke crises between Muslims and non-Muslims in different countries of the world and spread feelings of hatred that could develop into waves of mutual violence because of disrespect for religious sanctities." This crisis is not the first, but it has been preceded by similar events during the past years. One of them was one of the Arab channels, MBC 3, which broadcast the cartoon series "99". The crisis arose because of the use of names of heroes, " Batin ", " Jabbar ", " Ghali ", "Samad", " Fattah ", " Dhar ", " Mujiba "and" Alim ". This was considered by many as Disrespect the names of God and his attributes. That is the reason that makes necessary the control of programs especially with the spread of satellite dishes and their channels.

Some events were caused by the child's tendency to imitate some of the behaviors he sees via animated content; a little kid tried to throw himself off the balcony believing that he will fly like "Superman" or "batman" on behalf of a scene shown in the animation. Also, a child put his sister in the refrigerator for a scene he saw in the cartoon "Tom and Jerry". A child after watching "Tom and Jerry" animated episodes pulled a small rope across the TV table and near the door of one of the rooms, as soon as his younger sister entered the room, It was only moments before she felt and her mouth was full of blood, and after his father asked him, he said that what the mouse "Jerry" did with the cat "Tom" in the cartoon. ("Cartoons of a double-edged sword", 2224.)

4.2 The Theory of Cultural Implantation

The American George Gerbner is the first researcher that developed this theory in the late 1960s in the last century when the American society experienced periods of unrest due to widespread manifestations Violence and crime. The theory of cultural implantation is based on the main assumption and refers to : the thousands of people who are exposed to watch television in a dense manner, they differ in their perception of the social reality of

the audience ,they believe all what they see on television is reality, events and personalities happen in real life.(Gerbner, 2011.)

George Gerbner in his own research series, found that television Has become dominated or a controlling power over many people by shaping their perception of reality, thus, the Relationship between exposure to television and acquired ideas reveals the importance of television's role in Building the perceived values and perceptions of social reality. (HandsBernd, Wober & Weimmam ,1992)

One of the most influential scientists for Cultural Theory as we know it today is the founding father of sociology Emile Durkheim (1858-1917). He did various research projects but is best known for his work on suicide and solidarity. Society is –according to Durkheim- a moral phenomenon, held together by solidarity which can be either mechanic (which is the case in preindustrial, undifferentiated groups where cohesion is based upon a common set of beliefs) or organic (in industrial, differentiated groups) (Smith & Riley, 2009). Conflated with this dichotomy of mechanical and organic solidarity is his distinction between the dimension of group integration and individual integration, which are essentially identical with Douglas’s group and grid dimensions. The difference is however that Durkheim fails to ask how these two dimensions interact. Other shortcomings of his work are his unidirectional approach of culture as deliverer of consensus and integration: conflict and exclusion can hardly be explained (Thompson et al., 1990).

The sociologist Georg Simmel (1858- 1918) also focused on society as the product of interactions of individuals. He claimed that individuals have the choice to imitate others (and thereby experiencing the psychological benefit of security as a member of a collectivity) or to express themselves as an individual (as a marker of distinction) (Smith & Riley, 2009). However, together with Durkheim he agreed that there is a threshold –

constrained by social relations- beyond which you can not go in expressing yourself differently from the collectivity. Simmel stressed his belief about the urgency to find a midway between determinism and agency, an idea which was later adopted by Pierre Bourdieu and Anthony Giddens (Smith & Riley, 2009).

Conclusion

The present chapter has reviewed the meaning, theories and stages of language acquisition and explained some concepts related to cartoons. It is important to link language acquisition to language development in child's language learning. As the case for this study, several factors contribute to learning more than one language, like having educated parents or watching television. Depending on the theoretical frameworks of language development and language acquisition.

CHAPTER TWO

METHODOLOGY AND DATA ANALYSIS

Chapter Two: Methodology and Data Analysis

Introduction	19
1. Research Design	19
2 Participants and the Context of the Study	19
3. Research Tools	20
3.1 Description of the Pupils' Questionnaire	21
3.2 Administration of Pupils Questionnaire	22
3.3 Analysis of the Pupils' Questionnaire	22
3.4 Description of the Parents' Questionnaire	26
3.5 Administration of Parents Questionnaire	27
3.6 Analysis of the Parent's Questionnaire	28
Conclusion	31

Introduction

The second chapter is devoted to the research methodology and design. The methodology of the work allows the readers to evaluate the consistency and the validity of the research. This chapter focuses on the methodological research design used in this investigation and the type of the research. It also shows the way data have been collected and selected. Moreover, it provides an introduction to the sample participants and the criteria used to select them. Besides, an introduction to the instrumentation procedures used to collect information is provided with a well detailed description of the data gathering tool used, that is pupil's questionnaire and parent's questionnaire.

1. Research Design

Kamar (2006, p.8) defines research as: *a process used to collect data and information; it is a way to systematically solve research problems. It may be understood as a science of studying how research is done scientifically*” The research project is an attempt to find out to what extent watching cartoons influences children language and behaviors in the Algerian context in general and Mostaganem in particular. In order to have accurate answers to our research questions a quantitative research has been conducted to answer the research question and to point out the how and why of such phenomenon.

2 Participants and the Context of the Study

The participants chosen to accomplish the present experiment were both pupils and parents from the city of Mostaganem. First, participants selected to conduct this study were thirty (30) pupils (first and second year) from Benbernou Mohamed middle school. The participant age varies from eleven to thirteen years old. Because of the lack of time the researcher accepted to do that with both first and second year instead of losing this

opportunity. These pupils belong to different social classes. The pupils are teenagers and may be addicted to TV and watching cartoons that may influence their personality.

However, parents would be helpful via reporting information about their primary school or even pre-school children and the sort of cartoons their kids watch since earlier ages. The reason behind choosing the middle school age group is that the linguistic behaviors are more apparent, and the reason behind choosing parents to report what they know about their children while children at earlier ages tend to be more imitative and interactive with what they watch.

3. Research Tools

Research tools are intended instruments that support the gathering of information for the purpose of answering research questions, analysis and achieving researchers' objectives when carrying out a research study. In the attempt to find out the influence of cartoons on pupils learning and behaviors. Coupling different research tools provide more comprehensive evidence for studying a research problem. But because of short time to achieve the research objectives and to reinforce the quality of our investigation, we a need choose just two questionnaires for both pupils and parents.

A questionnaire is a research instrument consisting of a set of questions that has been broadly acknowledged for its efficiency in conducting research since it allows researchers to collect the more complete and exact data from respondents. Yet, researchers conducting the present investigation see the questionnaire as the more appropriate tool to collect accurate data for the purpose to obtain reliable results. *"The questionnaire has become one of the used means of collecting information. If well-constructed; a questionnaire permits the collection of reliable and reasonably valid data on a simple, cheap, and timely manner,"*

(Anderson and Arsenaul, 2005, p.170)

3.1 Description of the Pupils' Questionnaire

The pupils' questionnaire consisted of a list of eight (8) questions. Yes and no choices including multiple choice questions were provided. Spaces were left to pupils to justify their answers and provide supplementary possibilities. These items required to answer the research questions. The questions were written in Arabic Language.

Question1: Do you like watching cartoons?

It seems obvious that all kids like watching cartoons but our purpose from such question is to be sure of that since our participants belong to different classes so abilities are not the same

Question2: How many hours do you spend watching cartoons?

This question with multiple choices was designed to evaluate the amount of hours kids spend watching cartoons to have an idea of the degree of control or addiction.

Question 3: What kind of cartoons do you prefer to watch?

A choice in different types of cartoons is given to know what kind they prefer to watch to match it with different behaviors

Question4: In which language do you watch cartoons?

The purpose behind this question is to set to which class these pupils belong and also to have an idea about the parents' educational level.

Questions 5 and 6: 5-Do you imitate scenes from cartoons at home or with your friend? / 6-What kind of scenes?

Question five and six are interrelated and were designed to see the kind of scenes attract most pupils and to know about scenes they repeat if these latter help them develop their language, talent or other behaviours.

Question7: On which TV channel do you prefer to watch cartoon?

This question was designed to help the researcher ensure answers given in Question 4 since those channels broadcast in Arabic.

Question 8: Do you watch those cartoons?

This question divides our participants into two categories through the choice of cartoons, the researcher can know what kind of cartoons attract most pupils and that helps him to classify if there is an influence on behaviours or not.

3.2 Administration of Pupils Questionnaire

The researcher distributed the questionnaire to middle school pupils (30) (first and second year). The questionnaire administered was written in classical Arabic and the researcher was present to clarify and explain question in Algerian Arabic (AA) to them. In the beginning the atmosphere was noisy and pupils too excited but the teacher could control the situation. The researcher explained the questions in AA. The researcher controlled as possible the survey to be sure that they answered to all questions.

3.3 Analysis of the Pupils' Questionnaire

The table below shows the general information about the pupils.

Age			Level	
11 years old	12 years old	13 years old	1 st year	2 nd year
8 (26%)	10 (33%)	12 (40%)	12 (40%)	18 (60%)
Total: 30 (100%)			Total: 30 (100%)	

Table 1. Age and Level of Pupils

One-third of the pupils are twelve-years old, while 40% of them are thirteen-years old. That is reflecting the majority who study in second year middle school level (60%).

Watching cartoons

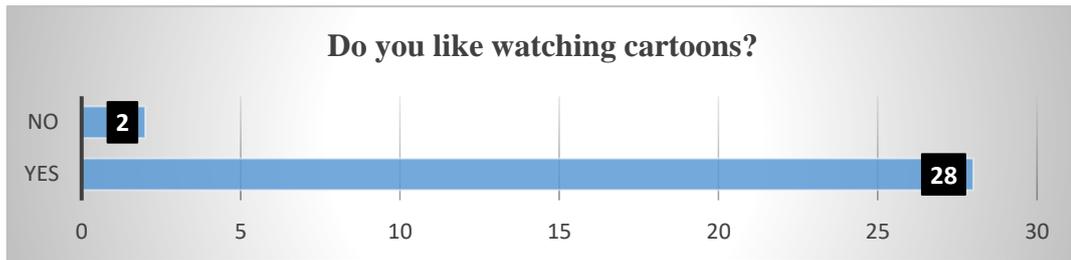


Figure 1. Watching cartoons

The graph above demonstrates that the majority of pupils watch cartoons, while only two pupils reported that they do not watch cartoons.

Time spent on watching cartoons

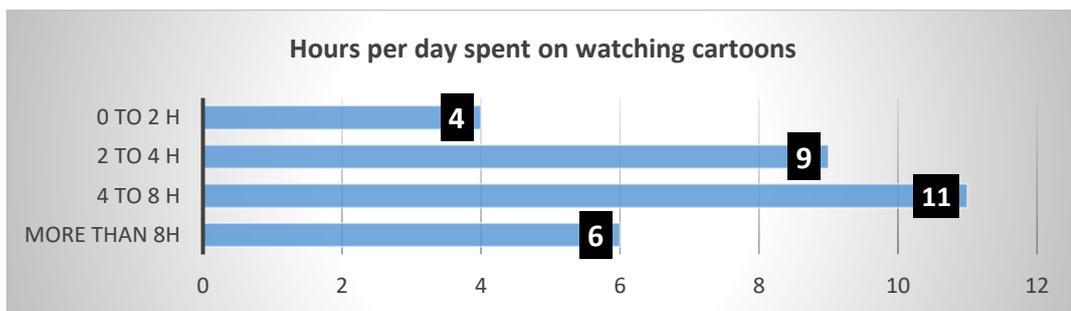


Figure 2. Time spent on watching cartoons

The graph above shows that eleven (11) pupils watch cartoons four-to-eight hours per day. Besides, nine (9) pupils reported that they watch cartoons two-to-four hours per day, while six (6) informants do that more than eight hours per day. Only four (4) pupils reported that they watch cartoons less than two hours per day.

Kinds of preferred cartoons

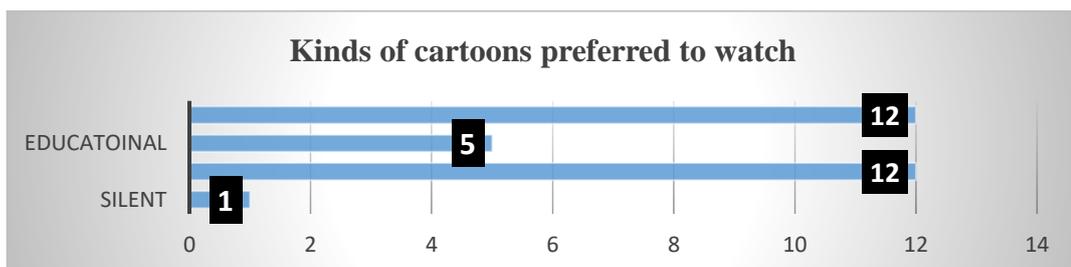


Figure 3. Kinds of preferred cartoons

Action and fantasy cartoons are the most common watched and preferred cartoons among the participants. The graph above shows that twelve (12) pupils prefer action, and other twelve (12) ones prefer fantasy cartoons. One-sixth of the informants (5) reported that they prefer educational cartoons. Only one pupil opted for 'silent cartoons' as their preferred kind of cartoons.

Preferred cartoons' languages

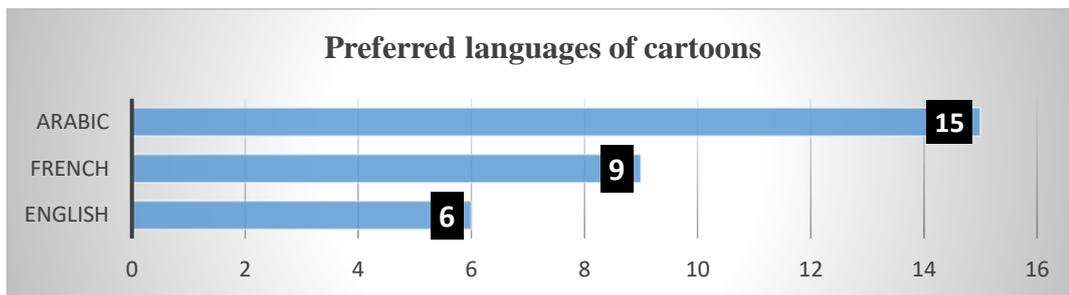


Figure 4. Preferred cartoons' languages

Arabic is the most preferred cartoons' language that the informants reported. Fifteen (15) pupils opted for Arabic, while nine (9) pupils prefer cartoons in French. Noticeably, six (6) pupils prefer to watch English cartoons.

Preferred cartoon TV channels

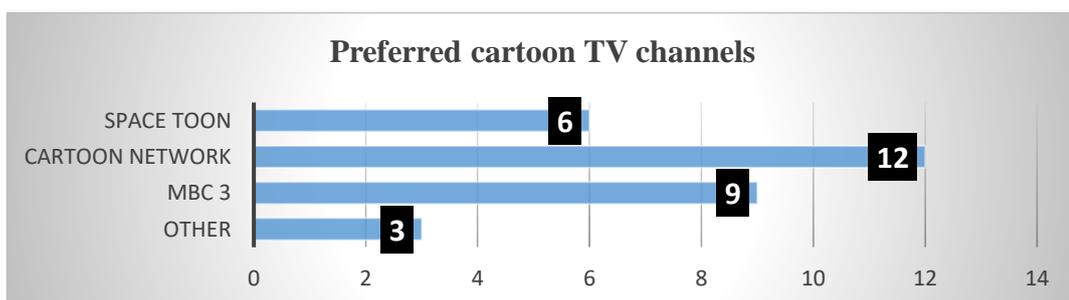


Figure 5. Preferred cartoon TV channels

Cartoon Network appears to be the most common TV channel that the informants watch. As the graph above shows, twelve (12) pupils prefer Cartoon Network, and other nine

(12) ones prefer MBC3. Only six (6) pupils prefer to watch cartoons on Space Toon. Other TV channels are preferred by three (3) pupils only.

Names of watched cartoons

Pupils are asked to opt for the cartoons they often watch, and they could opt for more than one option. For that, the results shown in the graph below demonstrate each number out of the total number (30) of the pupils.

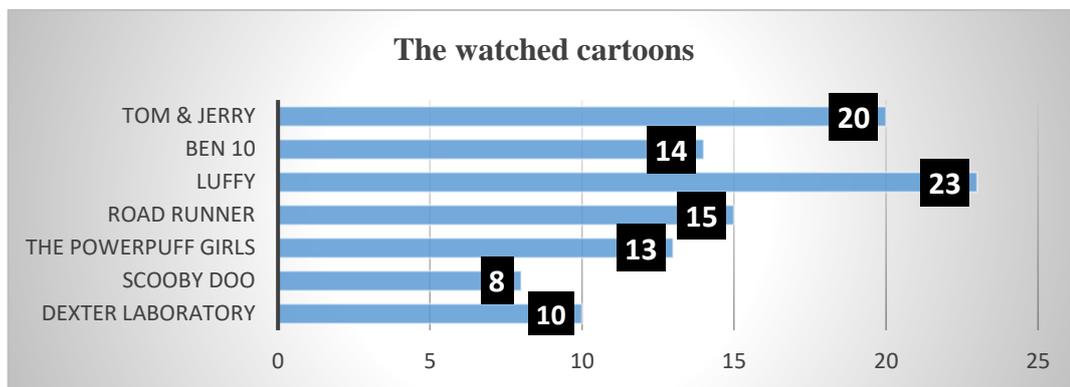


Figure 6. Names of watched cartoons

As the graph above shows, the cartoon that is commonly watched by the participants is 'Luffy'; twenty-three (23) pupils reported that. The second frequent option was the silent cartoon 'Tom and Jerry' with twenty (20) pupils. Half of the participants (15) mentioned the silent cartoon of 'Road Runner'. However, 'Ben 10' was reported by fourteen (14) participants; 'the Powerpuff Girls' by thirteen (13); 'Dexter Laboratory' by ten (10); and 'Scooby-Doo' by eight (8).

Imitating cartoons

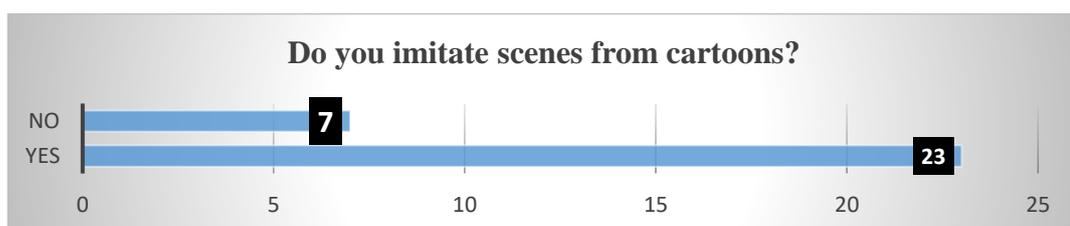


Figure 7. Imitating cartoons

When pupils are asked whether they imitate some scene from cartoons they watch, the majority said 'yes'. As the graph above shows, twenty-seven (27) pupils reported that they imitate cartoon characters and scenes, while only three reported that they do not imitate.

Kinds of imitated cartoons' scenes

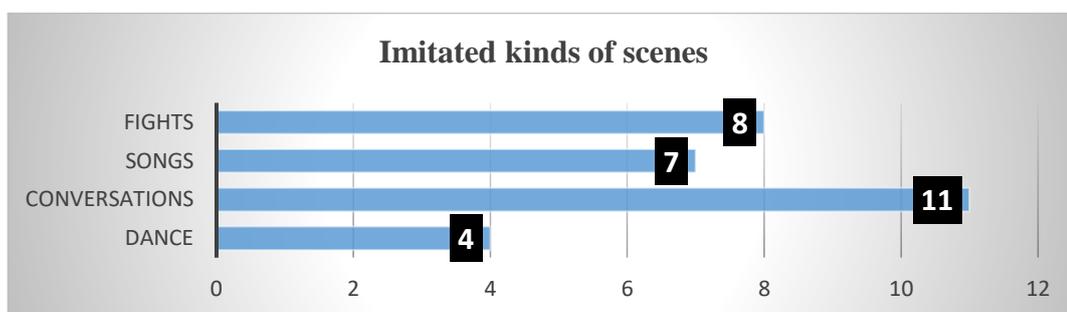


Figure 8. Kinds of imitated cartoons' scenes

As the majority confirmed that they imitate scenes from cartoons, the pupils were asked about the kinds of scenes they usually imitate. As the graph above shows, eleven (11) pupils opted for conversations. Scenes of fights are imitated by eight (8) participants, while seven (7) pupils said they imitate songs. The less common option was dance scenes as only four (4) pupils said they imitate dance scenes.

3.4 Description of the Parents' Questionnaire

The parents' questionnaire consisted of a list of seven (7) questions. Yes and no choices including multiple choice questions were provided. Spaces were left to parents to justify their answers and provide supplementary possibilities. These items required to answer the research questions. The questions were written in Arabic Language.

Question1: what do your children prefer the most?

children practice Several activities to empty their energy but our purpose from such question is to show which activity is more preferable for kids.

Question2: do you choose which cartoons your child watch?

This question was designed to detect the control that parents have on children and how they use it for the benefits of their children.

Question 3: have you noticed a violent behavior from your child caused by watching cartoons?

The purpose is to show if parents are aware of the behaviors that children shows after watching cartoons and how they deal with it.

Question 4: what do you think children learn from those cartoons?

A choice to present the different things that children can learn from cartoons.

Question 5: do you notice any differences between cartoons for your childhood and nowadays?

the question was to show that in the past it was only one program in tv that produce one cartoon per day so children was interesting in other things rather than spend all the time waiting for the next cartoon.

3.5 Administration of Parents Questionnaire

As for the parents, the questioned number of parents are fifteen (15) including mothers and fathers, from different social backgrounds. The questionnaire administered was written in classical Arabic and the researcher was present to clarify and explain question in Algerian Arabic (AA) to them and explained to them.

3.6 Analysis of the Parent's Questionnaire

Parents were asked about the ages of their children. As the table below shows, nine (9) parents have children aged between ten to fifteen years old; while six (6) parents have children aged between five to ten years old.

Children's Ages	
5 to 10 years old	10 to 15 years old
6 (40%)	9 (60%)
Total: 15 (100%)	

Table 2. Children's Ages

Children's preferences

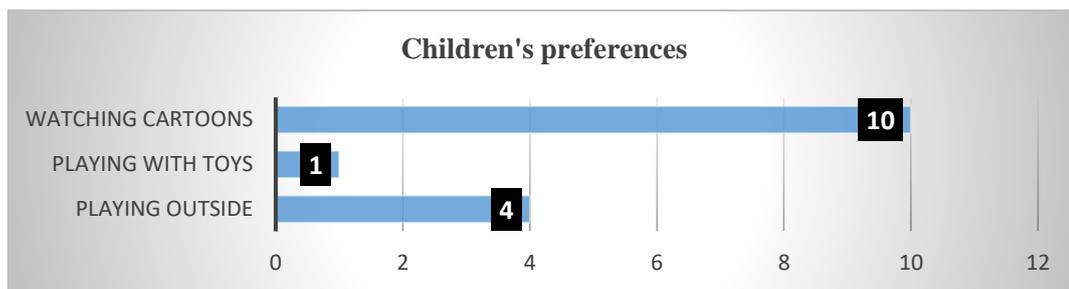


Figure 9. Children's preferences

Two-thirds of the parents (10) confirmed that their children prefer to watch cartoons. However, four (4) parents reported that their children prefer to play outside. Only one parent mentioned that playing with toys is the preference of her child.

A lot of parent prefers that their kids stay at home near to them to not worry about the danger that happen outside. So, they let their children watch cartoons for a long hour just to stay under their vision.

Effects of watching cartoons

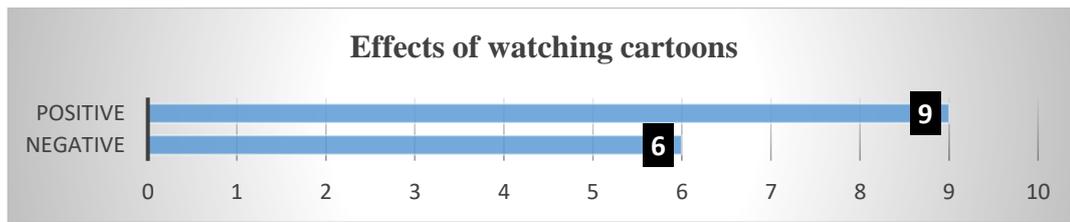


Figure 10. Effects of watching cartoons

As the graph above shows, nine (9) parents said that watching cartoons has positive impact on their children. Yet, six (6) parents said that their children are negatively affected by watching cartoons.

Justifications

On the one hand, for the parents who opted for the positive effects of watching cartoons on their children, their justifications were almost similar. They consider cartoons as a way to learn the language and developing cognitive skills. One parent justified by mentioning that cartoons is a good way of stress relief, another mentioned that watching cartoons keeps the child at home and that is preferred over being outside, especially for young children.

On the other hand, parents who considered watching cartoons as having negative impacts on their children justified that several cartoons do encourage antisocial behaviors and give wrong messages to children so that they behave badly and aggressively with other children. Some parents justified by stating that cartoon addiction may cause psychological problems to their children.

Parental control over kinds of cartoons

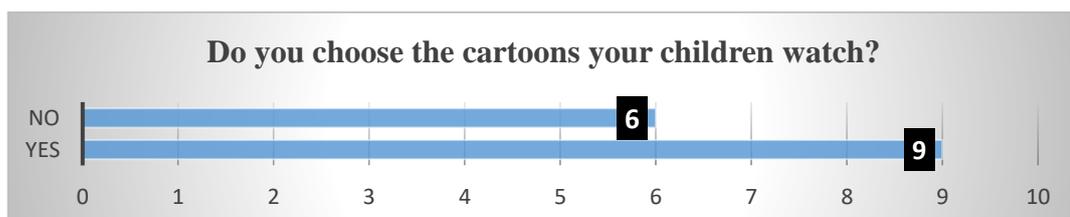


Figure 10. Parental control over kinds of cartoons

As the graph above shows, when parents were asked whether they control what their children watch, nine (9) of them said 'yes' while the other six (6) parents said that they do not choose the cartoons that their children watch.

Children's violent behaviors caused by watching cartoons

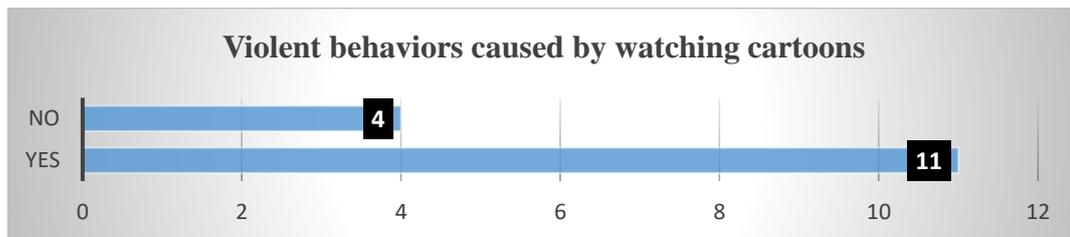


Figure 11. Children's violent behaviors caused by watching cartoons

The parents were asked about the effect of watching cartoons on their children's behaviors. Particularly, they were asked whether they noticed any violent behavior caused by watching cartoons. As the graph above shows, eleven (11) informants confirmed that they noticed violent behaviors from their children where they imitate cartoon characters. Yet, four (4) parents did not notice such behaviors.

Things that children learn from watching cartoons

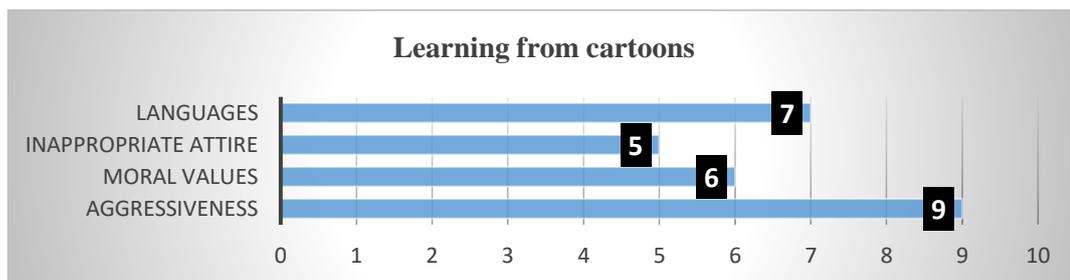


Figure 12. Things that children learn from watching cartoons

The parents were asked about their views on what their children may learn from watching cartoons. The options include both positive and negative things that children may learn from watching cartoons. As the graph above shows, parents opted for more than one

option; for that, 'aggressiveness' was the answer of nine (9) parents; 'languages' was chosen by seven (7) parents; 'moral values' by six (6); and 'inappropriate attire' by five (5).

Difference between cartoons then and now

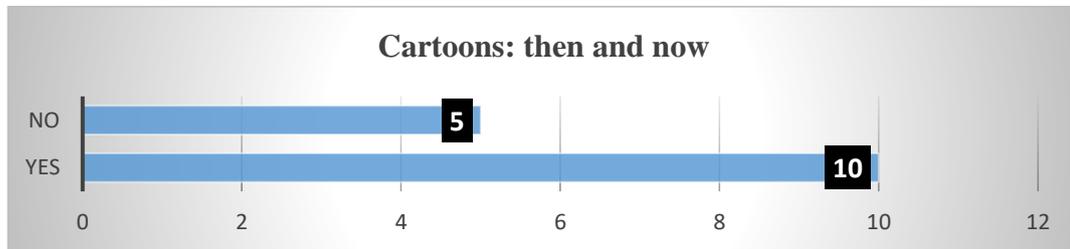


Figure 13. Difference between cartoons then and now

The parents were asked whether there is a difference between old generation's cartoons and nowadays' cartoons. As the graph above shows, two-thirds (10) of the parents confirmed that there is difference, while one-third (5) did not consider any difference between old and new cartoons.

Parents were also asked to report how they see the difference. Some of them characterized the old cartoons positively as innocent, more educational, full of real adventures. Some others considered the color and image quality as a noticeable difference that makes it realistic despite the virtual adventures they narrate or show.

Conclusion

Aiming at showing how watching cartoons influences children' language and behaviors, the researcher conducted the study in Mostaganem through questioning middle school pupils and parents. The present chapter has presented the methodological issues of the study. The description has started by the research instruments then the participants. The chapter has also provided the analysis of data collected from parents and pupils.

CHAPTER THREE

FINDINGS AND RECOMMENDATIONS

Chapter Three: Data Analysis and Findings

Introduction	33
1. Findings.....	33
1.1 Results of the Pupils' Questionnaire	33
1.2 Results of the Parents' Questionnaire	35
2. Discussions.....	36
3. Recommendations	38
Conclusion	39

Introduction

The present part of the study deals with the major findings of the experiment. It provides answers to the research questions mentioned in the introduction. By the end of this chapter, a conclusion and an overview of the effect of watching cartoons will be presented. The chapter opens with the results; first, discussion of the findings; second, according to the pupils' questionnaire; and third, according to the parents' questionnaire. A discussion follows the results, and some recommendations closes the chapter.

1. Findings

The results of the present study are an investigation to explore television's role and how watching cartoons affects negatively the Algerian middle- school learners, as it was stated at the beginning of the research. The focus of the study has been on three elements: the duration that they spent on watching, kind of cartoons that they prefer to watch and the way they imitate what they watch.

In this section, the results obtained from both research tools will be presented. First, the major results from the pupils' answers on the questionnaire are provided, then the major results from the questionnaire conducted with the parents are presented.

1.1 Results of the Pupils' Questionnaire

The pupils' questionnaire was an important tool to prove that watching cartoons has an influence on children whether it is positive or negative. Thus, the views of the pupils can work as a clarification and be of support to the study. Indeed, the pupil's average can differ from a classroom to another and from grade to another, but the questionnaire was meant to verify the degree of the effectiveness of exposing the children on cartoons.

The questionnaire started with investigating if children prefer watching cartoons or not and the majority of the answers is yes (as the figure 1 reveals) and for how long they spend in watching cartoons. Most of the pupils agreed that they spend more than four hours in front of tv (as the figure 2 reveals), pupils confirm that they spend a long time watching cartoons. We may point out that cartoons have a huge impact because they play a vital role in child's daily life.

The answers of statement 2 enumerate kind of cartoons that the pupils of middle school prefer to watch and the most tv channels that they follow (Figures 3 and 5). Note several suggestions, the answers revealed that they prefer two kinds more than the others which are fantasy and action and Cartoon Network as the most preferred channel of children that provide non-stop cartoons all day.

In addition, when it comes to the language in which children prefer to watch animation, the child often chooses a language that will help him understand and be easier in terms of the context of the conversation (as the figure 4 reveals) the most preferred one is Arabic than French ones however there are some pupils even watch cartoons in English that is due to their choices or their parents, because language carries a culture, it can affect them and give a wrong concept for some.

However, when it comes to the behaviours, we can also express the research review on watching cartoons and language that is conducted, thus cartoons television programs can have an impact on attention and comprehension, some expressive languages, the way of thinking for example when they become possessed by cartoon characters and can also cause aggressive behaviors which children were more likely to copy aggression from violent cartoon characters whose actions were not only praised but also justified rather than being punished. (figure 7) and the kind of imitation that they prefer conversation and fights (figure 8).

learning period of the child is very important and every things that they are exposed to, will have a role in shaping their concepts and their way of thinking ,science cartoons becomes part of their life we should not be surprised at its impacts .Research shows that there is a noticeable effect of cartoons on children ,on one hand a positive effect as learning new languages also as an entertainment programme , on the other hand negative ones as to become isolated and not exposed to the out life ,imitation and an aggressive behaviors ; children are addicted on them, and acts aggressive out more as a result when they doesn't get to watch them.

Throughout the results of the pupils' questionnaire, it is necessary to mirror these findings with the results obtained from the parents' questionnaire. Parents provide much insights and information that could confirm or refute some of the children's claims since they are controlling them at home.

1.2 Results of the Parents' Questionnaire

In this study, ten parents were the concern of our study, after questioning them, some differences answers between whom prefer their children watch a lot of cartoons and whom against it.

The first question was about what is the preference of the parents for their children; playing outside or with toys or watching cartoons, the results showed that the majority prefer when they children watch cartoons (as in figure 9).

It has been found that some Parents are aware about the dangers of cartoons on their children, therefore they choose which kind useful to watch (figure 10) due to their observation of the their children's' behaviours at home or at school and their awareness (figure 11) .It is necessary to mention the negative impacts that parents reported about their children in terms of observation ; ignoring physical activities , do not interact with life outside , loneliness and an aggressive behaviour ,however there is a percentage considered that the cartoons is not an issue

that children may affect and do not give importance to These risks that can be developed into more aggressive ones.

as it shown in (figure 13) the parents revealed that there are differences between old cartoons that they used to watch and nowadays. Parents can always control their children. However, the informants showed some inconvenience in controlling their children. This can be explained when the. Parent are working or when there are personal problems.

parents play the role of a model to their children. they may affect them a consciously through giving them wrong ideas or misjudging their behaviors or attitudes. All in all, Algerian parents had had a lot to say about their kids. Yet, the sample of the study highlighted the fact that even the positive effect of cartoons exist, negative effect is there anyway, we cannot ignore it. So, to answer of question, it depends on how old they are, how much they're watching, and what they're watching. In general, though, it's far too easy for our kids these days to get too much screen time. Once we're past these crazy few exhausting years, we plan to limit them to 1-hour max per day of screen time.

2. Discussions

Technological advancement has given the world almost everything. Today people can acquire information about anything from around the globe within a single click. Among them one of the means of transmitting knowledge and information from one place to another is Television. Some people argue that television is useful but others think it is harmful especially on children.

From analyzing the two questionnaires, the hypothesis of this study has been Clear to a certain extent and confirmed that there are a lot of risks on children cause of watching cartoons. the aim of this research is to seek the attention of parents on the influences of

watching cartoons before it evolves. For a successful research, a quantitative approach was used to collect data. The analysis of parents' answers shows that they have some awareness and argued that watching cartoons could affect negatively on the child's learning and behaviours especially the child at this level has much capacity to memorize and imitate.

First of all, the statistical analysis of the questionnaire responses showed that the majority of the pupils, cartoons is their favorite programme though the time that they spend watching it becomes a part of their daily routine. most of parents said that motivation of children needs to use visual connection from different kinds of animations such as videos, pictures, it is considered as the best technique to attract the child attention.

Secondly, the research shows that there can be negative side effects when children watch television. Kids often adopt the negative behavior they see on television. When a child watches television, it takes away time that could be better spent in things that develop a child's brain. Television kills imagination. Children who watch a lot of television might be overweight. One big thing that I have noted is that many parents park their children in front of the television instead of interacting with them.

Moreover, children do model their behavior after what they see the most. So, if they spend too many hours watching violent images on a screen, that becomes their norm. I think balance is the key. Are the kids playing in nature? Being creative? Having family time? Reading? Parents can also select and watch certain cartoons with their children that will make them have control Ideally the most important thing is to have balance between watching tv and doing more productive things like to enjoy their own thoughts, creativity, personal interaction and physical activity. learned to appreciate from watching great cartoons. Not all cartoons are great.

watching television cannot be avoided in this era of global interactions. first we need to Separate watching TV for entertainment that can shutting off their brain and to have a clear

understanding of what is the duration of the screen time that is allowed and healthy for the kid. Once this is decided, it has been implemented effectively, not by shouting or scolding, but as a rule which is adhered to by both parents and the kids. The next part which needs to be decided is the kind of programs they watch, now the content of the TV is very diverse and sometimes not suitable to the kids, In such cases, parents have to be careful on the channel they watch and can also counsel the kids that they need to grow up a little before watching such channels. Parents and kids together can work it out as a team.

3. Recommendations

learning is a wide subject that had been treated in various domains like: didactics, linguistics, psycholinguistics. some pupils from middle school and their parents were questioned. Yet, this study has chosen an equal number of both pupils and parents for validity purposes.

In the light of the what has been found, and in order to suggest some points for future research, this part attempts to put at hand a list of recommendations that are drawn from the findings to be taken into account when dealing with children and parent to help them choose what is better for both .

- Children should be encouraged to watch cartoons because not all cartoons are bad. However, they should be cautioned against watching cartoons for long hours, must try to limit time of watching cartoons for their children probably average of 1-2 hours a day.
- Try to occupy their mind with activities learning and even physical activities like practicing sport.
- Dealing with a restricted level may not bring sufficient results. For that, expanding the study to include other grade levels, including, primary, middle and high schools, is

recommended.

-doctors and psychological experts always suggest parents to allow their kids to watch cartoons however not for a long time as a kind of entertainment break.

- parents and school authorities should make concerted efforts to reduce the number of violent cartoons children watch in the home and outside the home.

- The aim of this research is to seek the attention of parents on the influences of watching cartoons on the Algerian children behaviours and their personality building.

- Parent must choose for their children the educational media that can teach or improve personal skills like positively predicted time spent on reading, letter-word knowledge, mathematics skills, vocabulary size and school readiness.

- Children should be made to realize that violence is not the best solutions to problems; indeed, we must caution them that not everything seen in cartoons are good and so they should not apply all that cartoons teach them in real life situations.

Conclusion

The study has not faced serious problems when conducted, it has led the researcher to many answers. The study determined the effects of cartoons on the behavior of children. It was observed that majority of the respondents watch cartoons s. It was also discovered that majority of them spend more than 4 hours watching cartoons also, the present chapter sheds light on the effects of watching cartoons on the Algerian children learners. Parents need to select educated cartoons that fit their children's language development, and also the chapter has presented some recommendations for further studies. To conclude, we can say that the cartoons can have a considerable influence not only on early children ages, but even can last for their whole life.

General Conclusion

Television is considered as an effective way of learning a language. Cartoons are the most wanted programs for the child. The present study has dealt with the impact of watching cartoons on Algerian children's behaviors. Focused on the importance of parents' guidance of their children in watching television programs to avoid the negative influences Parents and pupils from the Algerian community are chosen as participants in the field of investigation. A questionnaire was used as a research tool.

This study showed that children were influenced negatively by foreign cartoons. These foreign cartoons have content that differ from Arabic culture and values. The lack of Arabic production of cartoons is one of the major reasons why the children are negatively influenced by the foreign cartoons.

Cartoons have a great influence on children. The negative effects of cartoons and programs watched by children are numerous, and do not reflect what really happens in everyday life. Cartoons are even showing numerous acts of violence and most of this violence is done by the "heroes". Most of cartoons show violence towards others. The children see the good guys doing these things and think it's appropriate.

According to these results, children should watch cartoons under families' control. Cartoons should be analyzed. So parents should be careful to keep their children away from those that are full of violence, Verbal abuse and sexual content and fantasy. Parents should observe. Their children when watching cartoons and then ask them questions about what they have just viewed and how they feel about what they have just seen. This will help determine if the children have been affected by what they watched negatively or positively.

The results gathered from both participants in the practical part of the study confirm to a high extent the hypothesis that are put forward at the beginning of the study of the work which show that viewing television for young children, such as cartoons programs have been caused a negative impact on children's behaviors while they are entertained.

It is recommended for parents to control their children's behaviors. Watching television or doing any other activity may have an influence on their physical, psychological, emotional and linguistic development. Children need much care; sparing time to communicate with them is a necessity that parents should recognize. Regardless of the language presented on television, the symbolic contents may have their long-term impacts.

The language heard, be it on television or any other devices, differs from the language practiced by parents and family members; however, children are sensitively interacting with any form and practice of language. For that, it is also recommended for other researchers to tackle those various details relevant to the children's language development.

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Appendices

Appendix 1- Pupils' Questionnaire

Dear middle school pupil,

You are kindly requested to answer the following questionnaire that is needed for an academic research conducted at the University of Mostaganem.

Age.....

Level.....

Q1. Do you like watching cartoons?

Yes No

Q2. How many hours do you spend watching cartoons per day?

0 to 1 hour 2 to 4 hours 4 to 8 hours

Q3. What kind of cartoons do you prefer to watch?

Fantasy Educational Action Silent

Q4. In which language do you watch cartoons?

Arabic French English

Q5. Do you imitate scenes from cartoons at home or with your friend?

Yes No

Q6. What kind of scenes?

Fights Songs Conversations Dance

Q7. On which TV channel do you prefer to watch cartoon?

Cartoon Network MBC 3 Space Toon

Q8. Do you watch those cartoons?

Ben10 Tom and jerry Luffy Road Runner
Power puff girls Scooby Doo Dexter's Lab

Thank you for your collaboration

Appendix 2- Parents' Questionnaire

Dear informant,

You are kindly requested to answer the following questionnaire that is needed for an academic research conducted at the University of Mostaganem

Q1. How old is your child?

.....

Q2. What do your child(ren) prefer the most?

Playing with toys Playing outside Watching cartoons

Q3. How do you find the effects of watching cartoons?

Positive effect Negative effect

Justify:
.....
.....

Q4. Do you choose which cartoons your child watch?

Yes No

Q5. Have you noticed a violent behavior from your child caused by watching cartoons?

Yes No

Q6. What do you think children learn from those cartoons?

.....
.....

Q7. Do you notice any differences between cartoons of your childhood and nowadays' cartoons?

Yes No

How.....
.....
.....

Thank you for your collaboration

إستبيان التلاميذ

عزيزي تلميذ المرحلة المتوسطة ،
يرجى منك الإجابة على الاستبيان التالي المطلوب لإجراء بحث أكاديمي في جامعة مستغانم.

السن....

المستوى الدراسي....

س1. هل تحب مشاهدة الرسوم المتحركة؟

نعم لا

س2. كم عدد الساعات التي تقضيها في مشاهدة الرسوم المتحركة يوميا؟

من 0 إلى 1 سا من 2 إلى 4 سا من 4 إلى 8 سا

س3. ما نوع الرسوم التي تفضل مشاهدتها؟

خيالية تعليمية قتالية صامتة

س4. بأي لغة تفضل مشاهدة الرسوم المتحركة؟

عربية فرنسية إنجليزية

س5. هل تقوم بتقليد ما تشاهده في الرسوم المتحركة وحدك أو مع صديقك؟

نعم لا

س6. أي نوع من المشاهد

قتال غناء حوارات رقص

س7. على أي قناة تلفزيونية تفضل مشاهدة الرسوم المتحركة؟

ام بي سي 3 سبايس تون كارتون نتورك

س8. هل تتابع هذه الرسومات؟

بن 10 توم وجيري وون بيس العداء

فتيات القوة سكوبي دو مختبر دكستر

شكرا لتعاونك

إستبيان الآباء

عزيزي المُخبر،
يرجى منك الإجابة على الاستبيان التالي المطلوب لإجراء بحث أكاديمي في جامعة مستغانم

س1. كم يبلغ طفلك من العمر؟

س2. من بين التالي، ماهي الأشياء التي يفضلها طفلك؟

اللعب بالألعاب اللعب خارجاً مشاهدة الرسوم المتحركة

س3. كيف تجد آثار مشاهدة الرسوم المتحركة على طفلك؟

إيجابية سلبية

علل.....

.....

س4. هل تختار نوع الرسوم المتحركة التي يشاهدها طفلك؟

نعم لا

س5. هل لاحظت سلوكاً عنيقاً من طفلك بسبب مشاهدة الرسوم المتحركة؟

نعم لا

س6. في رأيك، ماهي الأشياء التي يتعلمها الأطفال من مشاهدة الرسوم المتحركة؟

س7. هل تجد إختلافاً في الرسوم في طفولتك مقارنةً بالرسوم التي يشاهدها الأطفال يومنا هذا؟

نعم لا

كيف ذلك؟.....

.....

شكراً لتعاونكم