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The Influence of Classical Arabic for Violent Animated Cartoons on the Child's

Verbal Communication

- A Case Study of the Fifth Year of Algerian Children, Al-Mujahid Subih

Mohammad Primary School -Relizane

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Abstract

The current research aims to determine the role of a classical Arabic for violent animated cartoons in verbal communication while acquiring non-standard Arabic language. This research work builds on the following question: To what extent does a classical Arabic for violent animated cartoons negatively impact the child's verbal communication? To answer the research question, the work urges socio-psycholinguistic quantitative analysis. Consequently, a quantitative research design has been adopted where the interview and questionnaire are the methods that have been applied in a descriptive framework as data collection tools. The sample is selected in fifth-year level from primary school Al-Mujahid Subih Mohammad - Relizane. Twenty children were interviewed and twenty questionnaires were received to their mothers. The study uses the interactionist language acquisition theory as the data analysis tool. The findings of this study have revealed that the child does moderately relate to violent cartoons. The animated cartoon classical Arabic language affects the child's verbal communication relatively. The relationship between the classical Arabic language for violent animated cartoons on the child's verbal communication is directly proportional. Finally, this type of research is one of the studies in socio-psycholinguistics, a topic for awareness-raising, and a reference point for many future studies by socio-psycholinguists.

Key words: psycholinguistics, language acquisition, interactionist theory, cartoons, communicative competence.

Dedication

Dedicated to my mother Saadia LARABI

To my twin Moukhtar BEN MAZOUZA

To sweet and loving second mom miss Sarah TAHIR

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List of Abbreviations

VACs: Violent animated cartoons

RSC: Relizanian speech community

FLA: First language acquisition

SLA: Second language acquisition

OT: Optimal Theory

L1: First language

L2: Second language

CS: Code-switching

TV: Television

SA: Standard Arabic

NSA: Non-standard Arabic

CC: Communicative competence

CVI: Content validity index

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General introduction

Language is a human trait that begins to grow with humans. It is affected by factors and conditions according to the environment. The child begins to acquire the language of their parents from an early age. Then, the language of the outside world where lives. Who among us has not noticed children alternating between languages from words, sentences, tone of voice, and others. The strong motive that makes going into this study is the personal interest that comes from personal experience and curiosity to know more about the particular research topic. Based on scientific observation, several linguistic elements from the standard Arabic language, acquired from the violent language cartoons, are revealed in his daily communicative discourses when the Algerian child talks in his non-standard language. However, what has not yet been explored in the literature is the influence of classical Arabic for violent animated cartoons on the child's verbal communication; a case study of fifth year of Algerian children, Al-Mujahid Subih Mohammad primary school –Relizane. It is clear that violent animated cartoons acquire an additional language over the mother tongue; the effect is mutual, and communicative competence is broken-down in his daily conversations.

The bulk of this study focuses on the objectives to develop an overarching framework:

- To measure the child's attachment to violent animated cartoons.
- To measure the extent of the impact of the VACs classical Arabic language on the child's verbal communication in their daily conversations in the Relizanian speech community (RSC).

- To explore the relationship between the VACs' classical Arabic language and verbal communication.

For reaching these research objectives, the following research questions are set forth:

- The main research question for this thesis is: To what extent does classical Arabic for violent animated cartoons negatively affect the child's acquisition of verbal communication?

This study has formed the main proposed answer to the main research question as follows:

- Classical Arabic for violent animated cartoons negatively affect the child's acquisition of verbal communication to the extent that they cause a breakdown of communicative competence.

The main question can only be explored in more detail using the following sub-questions:

- How far attached is the child to violent animated cartoons?
- How much is the effect of violent animated cartoon classical Arabic language on the child's verbal communication?
- Is there a directly proportional relationship between the child's violent animated cartoon-affected language and communication breakdown?

Several proposed answers to the sub-questions are shaped as sub-hypotheses:

- The child is attached to violent animated cartoons relatively.
- The effect of violent animated cartoon classical Arabic language on the child's verbal communication is not severely.
- Yes, there is a direct proportional relationship between the child's violent animated cartoon-affected language and communication breakdown.

This study is significant to parents in the first place to make them aware of the seriousness of the language of animated cartoons on the communicative competence of their children. In addition, it will clarify some of the mistakes committed by parents by neglecting their children in front of the violent animated cartoons without monitoring the linguistic development of the child. This study contributes to adding violent animated cartoons as one of the factors affecting language, specifically early code-switching. It explains the sociolinguistic term code-switching through a psycholinguistic perspective. It contributes to approaching the sociolinguistic and psycholinguistic aspects in the term socio-psycholinguistics. This type of research is one of the studies in linguistics. In the end, this paper can be a significant point of reference for many future studies for researchers, particularly socio-psycholinguists.

To answer the research questions and verify the validity of the hypotheses to prove the significance of the study, the appropriate systematic research design must be followed. It is found that the research is descriptive based on a variety of research sources. This research adopts the quantitative type as it deals with the findings statistically. The first exploratory sample is selected from the Ahmed Boukhatam primary school. Before collecting data, the scientific foundations are applied, including the validation from who hold doctoral degree in linguistics, sociolinguistics, and applied linguistics. Their evaluation, and opinions are expressed on the questions of each of the data collection tools. They are treated statistically with their translation, editing, proofreading, and their refereeing by a specialized doctor translator without subjectivity to conduct the interview with the children of the fifth year and distribute the questionnaire to their mothers. The exploratory sample is 16% of the total population treated with Clumbach's Alpha to measure the stability and the Pearson correlation index for the selected research tools. While the original one amounted to 13% of the whole population sample, which is the basis for the research, it is treated statistically as the

percentage to be discussed. Therefore, the design of this research requires scientific foundations on which to build the study, tight in terms of credibility, stability, correlation, and objectivity.

This academic work is divided into four chapters. Chapter one has to do with general background in psychological theories of language acquisition. Chapter two reveals the effect of the violent cartoons classical Arabic language on the child's CC. Chapter three explains the process of research design and methodology. The last chapter presents the analysis in graphical results that express and discuss the findings of the children and their mothers statistically as if they represent the essence of the whole research. This structure is organized and allocated to elicit conclusions that are intended to answer the research questions posed, examine hypotheses, and achieve goals.

Chapter One:

General Background in Psycholinguistic Theories of Language Acquisition

Chapter One: General Background in Psycholinguistic Theories of Language Acquisition.

Introduction

Language has been and remains the focus of interest for many researchers. The study of language contributes to creating various linguistic theories in psycholinguistics. This latter explains the processes of language acquisition. It presents well-known scholars' first and second language acquisition theories. This chapter shows the main concepts of linguistic and psycholinguistic dichotomies to prove and shed light on previous studies on how a child acquires language.

1. Language

The word language is derived from the Latin word 'Lingua', meaning the combination of words and pronunciation to be understood by the speech community ("Merriam-Webster", 1882). It is easy to find definitions of language from the works of well-known ancient scholars, showing the first indications of the necessary properties of language (Lyons, 1981, p. 3).

Linguists have differed in the subjects of their disciplines and studying the concept of language ontology (Santana, 2016). Therefore, the following is a set of the most common language definitions by well-known experts in the linguistics field (P., 2011).

- According to Sapir says: "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." (Cited by Lyons, 1981, p. 4).

- “Language is a cognition that truly makes us human (...) whereas other species do communicate with an innate ability to produce a limited number of meaningful vocalization...” (Experts, 2020, p. 107).

Although the subject of language is a foregone conclusion, its importance will appear strongly in our social and cognitive activity in our life. It is a human feature, and its fundamental guest is communication and expression of feelings, identity, and social interaction to reveal facts and others. It is smooth and can manipulate. The study of anatomy is a part of linguistics by examining the speech organs. Psycholinguistics examines the role areas of the brain in behavior based on studies in several different fields. Thus, it is essential to understand human behavior (Harley, 2001, p. 3).

Any idea about the language concept is a starting point for language study. It is the subject of most interest to humans. Language is transmitted from one generation to another without deliberate effort through practice to the extent that any language user can use it smoothly and without complexity, without being disturbed by the components of speech to convey the meaning unless he does understand its systematic study. That does not mean that the scientific study of language is meaningless, as it transports us from the end to the academic and cultural perspective; linguistics is essential (P., 2011).

2. What is linguistics?

Linguistics is the scientific study of language. This definition is incomplete in terms of the basic principles of the subject. Thus, it needs a few details to be scientifically qualified. From this point of view, the scientific study of language is achieved through controlled observations, experiments, theories, and other scientific methods so that language becomes a science of its own (Lyons, 1981, p. 1).

Among the most important dichotomies that occur in linguistics is the study that relates to the narrower and broader view of the scope of the subject. The term Micro-linguistics is to which the researcher has a narrowed view of the structure of the language; it includes syntax, semantics, phonetics, morphology, and others. However, Macro-linguistics in which the researcher's vision is broad. It is interested in acquiring languages and storing them in the brain. It includes neuro-linguistics, studying the relationship of language with culture, society, and psychology, that is, psychological mechanisms involved in linguistic behavior. Briefly, Micro-Linguistics is concerned with the language system, while Macro-Linguistics is concerned with anything about language and languages in general.

Therefore, many non-linguistic disciplines are concerned with language. It is familiar to define the relationship between language interdisciplinary including psycholinguistics, sociolinguistics, and others (Lyons, 1981, p. 36).

3. Definition of psycholinguistics

In the twenties of the last century, the term psycholinguistics was used for the first time at Cornell University in 1951 (AISSA, 2020, p. 198). Psycholinguists study the relationship between the human mind and language (Field, 2003, p. 2) to understand how different cognitive abilities bind together after realizing the relationship between linguistics and psychology (Aitchison, 2008, p. x).

Psycholinguistics is the study of the mental mechanisms of language use aimed at its production and understanding (Garnham, 1985, p. 1). Linguistic facts reveal their theories regarding producing and processing of language. Psycholinguistics is nothing but an inquiry into the psychology of language (Kess, 1992, p. xiii). This relationship between the human mind and language studies the individual language and not society. It is concerned with linguistic behavior by using samples of individuals to see the formation of the human mind

based on anonymous communication processes. Thus, the idea is that language is a product of the human mind. It aims to establish an understanding of linguistic processes and examine the language for helping in organizing and imposing ideas and patterns of practice (Field, 2003, p. 2).

Psycholinguistics is the scientific psychological study concerned with language. Psycholinguists study the comprehension, production, and acquisition of language. Thus, they are interested in language skills and other psychological systems analyses (Harley, 2001, p. 3). Kess (1992) defines psycholinguistics as “is that field of study concerned with psychological aspects of language studies” (p. 1). It aims to explain the theories of many linguists for language acquisition and learning; Noam Chomsky’s innateness theory, B.F. Skinner’s behaviorist theory, Jerome Bruner’s social interaction (input) theory, and Michael T. Ullman’s black box theory, and to summarize recent notions on language thinking; the relationship between linguistics and psychology has increased over time through the works of linguists and psychologists (Benstaali, 2021). Several studies have defended a new approach to the relationship between psychology and linguistics (Garnham, 1985; Reber, 1987; Altmann, 1999; Kintch 1984 cited by Anderson, 2016).

Overall, psycholinguistics is a field concerned with the psychological aspects of studying language in theory. It explains the acquiring language by providing dichotomies and applications to detect problems, including speech diseases and others (Kess, 1992, p. 1).

4. Definition of first and second language acquisition:

Language is a means of expressing thoughts, feelings, encoding, and decoding information. Among the languages used is the first language acquisition, the mother tongue. The other added languages are second language acquisition, which describes how the existing language is captured. It is a process theory based on the capture of the second language. Thus, the dichotomies of the first acquired language and its unconscious processes can rely upon to capture the second language with more conscious processes (Enamul Hoque, 2017, p. 1).

First language acquisition (FLA) is treated synonymously with the mother tongue, native language, and primary language (Saville-Troike, 2008, p. 4). The first language term refers to the acquisition process of a child's mother tongue. This first language acquisition process, which is the transition from the first to the second state, is fast and efficient. The first language develops until the basic phonemic, figurative, and semantic combinations of the language are acquired, regardless of the language that the children would like to get. Thus, despite its speed and effectiveness, it requires some time to get the skill as a speaker (Wrobel, 2013, p. 4).

The term second language acquisition (SLA) requires a detailed explanation. The word 'second' refers to the language added to the first language. It is called a 'foreign language' because of the education of the environment in which the speaker is located. In other words, a second language refers to the learning process of a language other than the mother tongue (Ellis, 1997, p. 3). It is the study of individuals, such as children, for L2 after L1 (Saville-Troike, 2008, p. 2).

After people acquire their first language, they take the initiative to learn their second language, as may be in early childhood or adulthood. Sometimes the studies focus on theories of language learning after a certain age when the language acquisition process is completed in

general, where the first language results instead of the effort of reversing that mean the first language is unconscious. For comparison, many factors possess a significant role between them, which leads to a noticeable difference in results (Wrobel, 2013, p. 2).

5. Ancient language acquisition theories

Over the years, many approaches and theories have emerged to study and analyze the process of language acquisition. Many linguists have had schools of thought based on theoretical paradigms of language acquisition. Ancient theories of language acquisition are innateness, behaviorist, cognitivist and interactionist theories (Aljoundi, 2014, p. 1).

5.1. Innateness theory

Language is not independent in itself. It is a system combined with other non-verbal elements or even the voice quality used for communication (Aljoundi, 2014, p. 1). Many linguists propose that humans have an innate ability to acquire language that distinguishes them from other species (Clark, 2003, p. 399).

Chomsky proposes a set of hypotheses that the human capacity for language is innate. The syntax is complex in language; children may not acquire the language they hear. Adult speakers provide incomplete data about language. In addition, children pick up their first language very quickly, which depends on innate ability, particularly in grammar. Chomsky also presents the idea of the benefit of the innate knowledge of grammatical categories and the grammatical structure available to the child using the innate abilities (Clark, 2003, p. 399). He argues for his suggested hypothesis that humans have a Language Acquisition Device, more linguistically precise, the UG or 'Universal Grammar' (Scovel & Widdowson, 1998, p. 18). However, it has been shown that two theories are empirically incorrect and that language does not prevent learning from the speech available to children. Arguments must be presented for the existence of innate classifications and structures related to language (Clark, 2003, p. 399).

Proponents of innate theory reject behaviorist interpretations. They explain that language acquisition is like the rest of the acquisition of other innate skills. They liken language acquisition and its stages to the innate walk. Also, this innate skill does not need to be instructed to walk. They believe that children can acquire language; they do not need to learn but pass through stages that qualify them, such as speaking like adults. Therefore, children must be in an environment that enables them to know the rules of the language on their own and to summarize for them the central evidence for acquiring the first language as an innate biological ability (Carr, Carroll, Cremer, Gale & Lagunoff, 2009, p. 26).

Although children do not hear all the incomplete linguistic structures and make unnoticeable errors without receiving explicit information about them, they master the entire system of their first language or dialect. Therefore, it is necessary to start searching for the nature of language and revealing structures in human language. The innate theory helps for acquiring the first language without teaching it. The actual practical and cognitive details where the human mind is still being studied (Carr, Carroll, Cremer, Gale & Lagunoff, 2009, p. 22).

5.2. Behaviorist theory

In his book entitled “verbal behavior”, Skinner mentions: “language is viewed as a kind of behavior and it was proposed that children learn language through imitation, reinforcement, analogy...” (Cited by Rachid, p. 336). In the 20th century, the behaviorist theory was popularized as the interpretation for the new psychological method of language acquisition. It studies how to pick up the language from another kind as it corresponds between the first language and the second language because of the transfer of the habits used between them (Shormani, 2014, p. 79). The behaviorist model was popular in the 20th century due to many great scientists. This theory is associated with the experimental school due to the

interest in experiment and observation (Mohammed, 2019, p. 188). Behaviorist theory returns to J.B. Watson. He links a particular response to the stimulus of a specific habit until Skinner's investigation follows him in investigating how these habits are formed (Torikul Islam, 2013, p. 500). According to Skinner, language acquisition is a form of active adaptation from adult modeling through positive reinforcement that is rewarded and negative reinforcement by suspension of reward, imitation, and practice of the child (Mohammed, 2019, p. 188). Lightbown and Spada add that children imitate the sounds and patterns they receive through positive reinforcement in language acquisition through praise and belting. Because of their environment, they imitate and practice language correctly. Thus, from the viewpoint of behaviorists, language imitation and language practice are essential mechanisms for language acquisition or learning (Assaiqeli, 2013, p.38).

From a behaviorist perspective, the transition between the first language and the second language is negative due to the errors resulting from using habits from the first language and adding them to the second language, especially those habits that do not exist in the second language. This process is either based on facilitating or disabling the acquisition process. In other words, the usage of similar structures in both languages will be easy to acquire and vice versa. The behaviorist theory does not achieve in detecting the points of difference between the first and second language, but it does not frustrate learning. The presence of points of similarity may not facilitate this process of acquiring language. As long as the two languages are the most similar, errors are fewer, and the language acquisition process is easy and vice versa (Shormani, 2014, p. 79-80).

From a behaviorist point of view, when asking how to acquire a complex linguistic system, these questions come out within the framework of originality in its rational orientation. It confirms that human language is specific to species and that only humans have

the characteristics of knowledge language universal that help to acquire language (Shormani, 2014, p. 81).

5.3. Cognitivist theory

Language is a secondary part of children's cognitive development as they learn language from the world and then build on that prior experience. Therefore, language is one aspect of human cognition. Children perceive their surroundings through activities and experimentation around them to understand the space where they are located (Hutauruk, 2015, p. 54).

From Piaget's point of view, cognitive development is related to language process acquisition (Suharno, 2010, p. 51). He believes that thinking is a prerequisite for speaking. It is logically and empirically evolving gradually. Thinking and language are closely related to events, children's activities, and other feelings (Indrayani, 2016, p. 286). Acquisition of knowledge is well-done by observing things in the outside world. It is a period of up to 18 months. It is the sensorimotor period, according to Piaget, that cognitive development will not occur without language acquisition, if it has been processed, the gain will be small, and this is what is called cognitive determinism. Therefore, linguistic development is subject to cognitive growth. Language after cognitive development, or in the sense of the sequence of linguistic evolution, is subject to the stages of cognitive development (Suharno, 2010, p. 51).

Vygotsky's cognitive development in language development draws inspiration from Piaget. It links the cultural and social environment and language learning. This relationship is dynamic with child development (Suharno, 2010, p. 51). He argues that the children's cognitive development is related to the culture and environment in which the children live. He also adds the term Zone of Proximal Development for tasks and lower problems they face to solve them by themselves, while higher levels are accepted, that is, with the help of adults for

children (Indrayani, 2016, p. 281). Language acquisition occurs through daily conversations with adults by learning what is happening around them while raising them behaviorally. Therefore, language is a means of cognitive development. Adaptation of Children to the outside world will prompt them to develop their thinking competencies through learning new experiences. It will expand their knowledge by asking questions about other things, audio and visual. Therefore, these techniques for developing language skills will be enjoyed by children, and this is noticeable in their interaction with the outside world (Suharno, 2010, p. 51).

Cognitive theory is one of the main theories in developmental psychology under cognitive development. It is known as a process of learning that deals with genetics and experience by many scientists, led by the Swiss psychologist Jean Piaget, who presents this theory as an explanation of the process of learning the language for children and linking thought in the language (Rachid, 2017, p. 344).

5.4. Interactionist theory:

Do children need people, television, radio, and others to pick up their first language? Children are not able to pick up an entire system of language. This method allows learning vocabulary and phrases until the child develops mastery of producing complex and noticeable forms during interaction with speakers based on the interactionist theory (Carr, Carroll, Cremer, Gale & Lagunoff, 2009, p. 27).

Proponents of interactionist theory like George Herbert Mead and Herbert Blumer point out that younger children's language is tuned in when adults and older children establish conversations with them. They support younger children slowly and clearly in the use of language. They use simple techniques that get them to paraphrase. They also respond with the easy pronunciation of the young child with a full grammatical or expansive version. Thus, no strategy is necessary. For acquiring language, the goal is interactive communication to

develop the full range of complex structures in the language (Carr, Carroll, Cremer, Gale & Lagunoff, 2009, p. 27).

Interaction theory refers to environmental factors. Children have inquired about the language. Children can test and practice the system language variant new communication strategies when parties appear in the language interaction in what they do and do not understand (Carr, Carroll, Cremer, Gale & Lagunoff, 2009, p. 27).

6. Modern language acquisition theories

Modern theories of language refer to those linguistic efforts, their acquisition, and processing in integrated construction work. These linguistic efforts relate to sensory experiences, social interaction, and general cognitive limitations based on information processing. Modern language acquisition theories reveal the processes that acquire language for the child. They include usage-based theory, optimality theory, and the native language magnet model (Kempe & Brooks, 2016. P. 1).

The usage-based model believes that language is acquired with early emerging social skills from adult speakers (Evers-Vermeul & Tribushinina, 2017, p. 15). Tomasello proposes this theory that children build their language on general cognitive skills that help determine the intentions of adult speakers. In addition to understanding language patterns, children can generalize patterns to form their linguistic categories. According to Bevin, naturalistic and empirical evidence support a usage-based approach to language development. Despite harsh criticism, language acquisition depends on general cognitive processes. According to the universal linguistic structure, people have these processes. Thus, this theory is suggested by Tomasello comes out with many practical sets that show children's construction of language (Ghalebi & Sadighi, 2015, p. 190).

Alan Prince and Paul Smolensky made the book explaining a new theory entitled *Optimal Theory: Constraint of Interaction, Generative Grammar*. This theory influences on effectively phonology, syntax, semantics, sociolinguistics, historical linguistics, and other disciplines. It is one of the works in the history of generative grammar. OT aims to solve problems in the science of sounds, considering that the phonetic dichotomy of Chomsky and Halle is based on its rewriting rules. Thus, It addresses such issues it presents a critique of traditional work, such as rewriting rules that perform poorly in explaining the sample compatibility of audio systems together (McCarthy, 2008, p. 1).

Researchers' Models of Native Language show that the learning of the perceptual characteristics of the mother tongue in the first year captures the regularity of the mother tongue. The theory asserts that linguistic input does not stimulate innately stored information. Stored representations, including magnetization and similar sound pattern perception, produce phonemic perceptual maps and create textures. These maps approximate perceptual distances and extend them between environments. Perceptual maps in adults that contain auditory, visual, and kinesthetic information are different. Thus, the magnets effects and mental maps help explain the development of speech in the mother tongue compared to adults in learning to acquire a foreign language easily (Gazzaniga, 2000, p. 112).

Modern theories of language help to understand the use of mechanisms for learning the general processing of language used in the service of communication that exist in organized social environments, looking for language as individual behavior, taking into account a social group from the size of friends to global societies (Kempe & Brooks, 2016. P. 11).

7. The impact of the first language on the second language acquisition



Figure 1.1. The effect of L1 on L2

The person acquiring the language finds that the characteristics of the first language affect how the second language acquisition is used by transferring the rule or structure of the first language to the second language when the rules are similar in both languages. The passive transfer also occurs when they differ, to mistakes in the acquired second language with the accent switch from the negative language to the first language (Kennison, 2014, p. 192).

Two bilinguals can change their vocabulary with a positive benefit. Cognates refer to translated and identical words in pronunciation and formula but with a variant sense. Vocabulary transformation from one language to another is sometimes owing to a friend of his first language being the second language of the other person (Kennison, 2014, p. 193). Bilingualism clarifies the impact of the skills of the first language. It has also been proven that the vocabulary of the first language is related to the better performance of the second language (Khan, 2016, p. 134-135). Pronounce is vocabulary that switches between the first and the second language. It often stumbles in their use or transfers from one language to another. It can be one of the languages used in both languages. Therefore, the second language is due to a gap or deficit in creating the express vocabulary (Kennison, 2014, p. 193).

Language can be transmitted between grammatical and bilingual rules between bilingual speakers. Many bilinguals are often transferred syntactic and morphological rules

from the first language acquisition to the second language acquisition. This transfer results in fragments and incorrect sentences. In addition, Speakers acquire the second language and then move by morphological rules from the first language to the second language. For example, they often use comparative tools from language and storage in the first language. Therefore, these transformational rules produce a negative relationship between languages precisely in the mother tongue (Kennison, 2014, p. 193- 194).

The first language acquisition contributes to picking up the second language; speakers find difficulty mastering the second language due to the difference between the two languages in grammar, vocabulary, and others. The languages belonging to the same family are similar in language levels. Hence, speaking many languages makes a child one of the polyglots (Kennison, 2014, p. 194).

8. The impact of second language on the first language acquisition

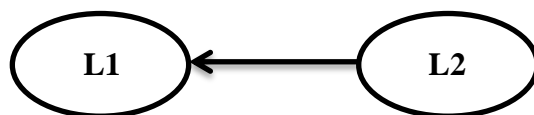


Figure 1.2. The effect of L2 on L1

The majority possess much knowledge of the effect of L1 on L2 and little of the opposite. Generally, some see L1 impacts on L2 negatively and the effect of L2 on L1 as positive (Kecskes, 2008, p. 32). The second language can affect the first language with positive, negative, or neutral effects (Wang, 2014, p. 725; Cook, 2003, p. 11).

L2 can affect L1 positively. Acquisition of a second language benefits the use of the first language. Bilingual children can use more complex and sophisticated sentences in their first language than monolingual children. Many bilingual writers' knowledge that L2 gives them the developed reading skill of L1. Thus, the first language contributes to the improvements of

the mother tongue; it is observed when studying the development of bilingual children (Cook, 2003, p. 11-12).

When using L2, sometimes L1 is damaged. One of the harmful effects of using L2 instead of L1 in the language is loss and depletion. The inability to speak due to brain damage causes a person to speak a second language. It causes him to lose his first language when forced to use one language. It happens to people who have disappeared from their language acquired from school. Thus, the second language used in daily social and professional life does not use the mother tongue, which leads to its loss (Cook, 2003, p. 12).

The differences between L1 and L2 in positive and negative evaluations create the judgment of what is better and worse. If language is reinforced, it can be defended against losing aspects of the first language. If the L2 user restricts some practices, its loss is a defect. The effects of L2 on L1 are simply due to differences due to a complex linguistic regulatory ritual through linkage or integration. The differences are in phonology, syntax, and others. Therefore, second language learners have something different that cannot be praised or rejected. It is not easy to consider it a negative, worse or positive, better (Cook, 2003, p. 12-13).

The effect of L2 on L1 indicates that it influences the domains of rhetoric, rhetorical phonology, and conceptual representations (Cook, 2003, p. 33). These two principles are in constant interaction, influencing each other through their system of basic concepts. In the second language development in interlanguage theories, Research should not focus on the effect of L1 on L2 but also on L2 on L1 (Kecskes, 2008, p. 31).

9. Socio-psycholinguistic perspective on code-switching and language mixing

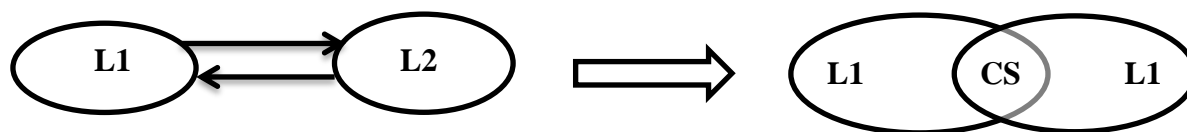


Figure 1.3. How to configure code-switching

Code-switching (CS) is a linguistic phenomenon involving bilinguals. It is the use of two languages in one speech. Some studies also distinguish that code-mixing is several languages used in the same speech act; code-switching is a mixture of two languages within or on the boundaries of one sentence, and sometimes they are seen as synonyms (YOW, TAN, & FLYNN, 2017, p. 1075).

Inter-sentential code-switching is one of the basic types for bilinguals. It occurs on the boundaries of the sentence, where one of the parts is in one language, and the other part is in a different language. The speaker must be familiar with the rules and the differences and similarities between the two languages used in the same sentence. Each part is grammatically independent of the other. This discourse concerns bilingual or polyglot speakers who maintain grammatical rules (Panhwar & Buriro, 2020, p. 276).

Intra-sentential code-switching is the second most common type for bilinguals. This linguistic phenomenon is studied to treat bilingual speakers. It occurs when two languages with grammatical characteristics are switched within one sentence. Poplack criticizes that this process is complicated when two linguistic systems are used to produce a single sentence, leading to a violation of grammatical rules into non-grammatical constructions. It also indicates that highly qualified people use inter and intra-sentential. Finally, Silva-Corvalán, Treffers-Daller (2009) and Panhwar (2018) argue that linguistic competence cannot work if

switching is not accepted as a standard practice in the speech community (Panhawar & Buriro, 2020, p. 276, 277).

The third type is the tag or emblematic code-switch used for exclamatory or interjections. This type does not cause a grammatical violation in the sentence. Thus, Gumperz views it as phrase-filling words. Milroy and Muysken express it as additional sentences containing one or two words without an expressive meaning used as a link and filler. Thus, Callahan sees it as contextual coordinates in the discourse (Panhwar & Buriro 2020, p. 277).

Code-switching is important in the communication function. This process begins with children at an early age in Arabic-speaking countries. One of the driving factors for the child to switch the code is the television cartoon series. These television programs can also teach children the Arabic language, as it is not their mother tongue in daily life, but rather the different slang from one country to another (Abdullah Alaiyed, 2020, p. 261).

10. Language development

A child is born without linguistic ability. After one year, the child can recognize some words, move to the stage of linguistic production, and the child becomes able to understand what is being said to him and so forth. These changes refer to the rapid developments of the child, which prompt many linguists to enrich their theories and curricula about the effects and stages of the child's linguistic development (Gerken, 2009, p. 8).

Many researchers in linguistic development aim to discover how the mind works. Success depends on acquiring good verbal skills, which sometimes constitutes an obstacle for children because of their social class. It makes them difficult to adapt. The area of language development focuses on understanding the nature of cultural differences in language use and designing teaching practices for language use in serving children. The child's language

development is affected by language problems resulting from injuries to the brain and others, although you find it difficult to acquire language in healthy children. Thus, the research is working to find solutions to understand the nature of children's difficulty picking up language through techniques used to help children develop their acquisition of language skills (Hoff, 2013, p.7-9).

Language develops as children grow. Parents care about their children to increase acquisition by motivating them. Parents are responsible for the language development of children optimally (Indrayani, 2016, p. 279). In addition, among the strategies that affect the child's linguistic development is to support the language at school; the language at home is not like the instruction language. Migration is also a means of developing and acquiring a new language. Thus, empirical studies of multilingual children raise interest in these challenges to achieving linguistic competence in more than one language (Hoff, 2013, p. 7-9).

The field of research in the evolution of human language appeared in the 50th of the last century based on language. It will serve as an examination of theories investigating changes in human behavior. Language development is a fundamental research topic because a child's language acquisition is an incredibly complex system that requires a search for knowledge of how the human mind works (Hoff, 2013, p. 7-9).

11. Language development stages

The child's language development starts from the first cry until the child can produce one first word (Indrayani, 2016, p. 280). The first sensorimotor stage extends from birth to about two years. It is characterized by the lack of language not distinguished by thinking. According to Piaget, it is the stage in which comprehension of the world uses sensory advantage. Children are featured by sensory language that expresses selfishness. Children develop the concept of the object's permanence; it exists even if they do not tell it. They

develop until a child reaches symbolic cognitive thinking at the end of the sensorimotor stage. When the permanence of things has been realized, films and other programs become attractive to children. The second, pre-operational thinking, has an emblematic period from 2 to 4 years. The children begin to develop primitive concepts with classifications; they are likely to be mistaken. For example, all men are their fathers, women are their mothers, and toys are theirs. They are distinguished by inductive thinking. In the period of intuition from 4 to 7 years, the child does not distinguish between reality and the imaginary. They come to understand the opinions of others little by little. The more punishment is imposed on the child, the better it is for the child's mind. Thus, the child transfers what he has learned from the imaginary world through observation to the real world. The third stage is called concrete operations, ranging from 7 to 11 or 12 years. The child develops the ability to memorize and deal; he directs his thinking processes to actual, tangible events. The fourth is formal operations involving persons ranging from 14 to 15 years. In this last stage, the person is authorized to deal with hypothetical situations. Thinking about it is logical. Therefore, the mental system is developed and helpful to solve problems related to the individual life (Sari, p. 327-362).

Conclusion

This chapter is limited to presenting main concepts and textual information, including theories of famous linguists such as Chomsky, Skinner, Vygotsky, Piaget, and others, with extensive interpretations in a critical manner. Many linguists are interested in the field of linguistics related to psycholinguistics and other disciplines of macro-linguistics. The language has been expanded and enriched by studying the competence of individuals in acquiring language using theories involving historical and modern language acquisition for revealing the optimal acquiring language, whether it is the first or second language for the child.

Chapter Two:

Violent Cartoon Classical Arabic Language, CC and the
Child's Verbal Communication

Chapter Two: Violent Cartoon Classical Arabic Language, CC and the Child's Verbal Communication

Introduction

Studying theories about how acquiring language and revealing the effect of the first language on the second language and vice versa is fundamental in producing a linguistic phenomenon, which is code-switching or mixing. It appears in the child's discourse due to watching television, particularly animated cartoons. This chapter helps to provide an overview of the relationship between complex concepts studied in psycholinguistics. It examines the influence of violent animated cartoons and their relationship to the child's communicative competence.

1. The impact of TV on child's language

The relationship between television viewing and language development includes several aspects associated with the audience with children's programs or the general public. These categories of language development are significant in the age group of this study, including attention and comprehension, vocabulary development, expressive language, and grammar (Close, 2004, p. 12).

Several studies have examined the effect of television for children of a certain age on attention and language comprehension. Many studies show viewing patterns, children's interest in television, and understanding of television information through watching (Close, 2004, p. 13). They indicate a strong correlation between television attention and comprehension. Children need strong language comprehension to increase the presence of children on television. Some researchers have argued that children's interest in television increases their understanding and improves vocabulary even before school. Thus, preschool

children have a selective presence, search for content and absorb information by watching television (Close, 2004, p. 14).

The researchers reveal a positive relationship to the linguistic development of children's vocabulary by watching television. The child's vocabulary is divided between receptive, which means understanding spoken words, and expressive words, which means producing words. This vocabulary has to do with grammatical and lexical ability. These skills are positively linked to young children by enhancing vocabulary through television. Naigles and Mayeux show through their literature review that television has heavily impacted understanding words, their meanings, and pronunciation in addition to adult speech, especially for learning verbs. Mabel Rice and her colleagues stress that television enriches vocabulary and mastering tone of voice when speaking. It helps to distinguish words from the rest of the sentence. Therefore, special programs are designed for children to interpret familiar words (Close, 2004, p. 16).

Researchers reveal that television targets children in daily conversations. Wells notes that children respond verbally to television through repetition that culminates in imitating sounds, naming characters, and others. Programs can also provide resources for verbal actions to play. In addition, adults encourage children to practice their acquired language through TV. Thus, television is a means that helps to reinforce expressions in the form of preferred data that are generated among adults and children (Close, 2004, p. 20).

Grammar is an oral skill language that develops by hearing spoken language. Audible speech helps children arrange, form, and improve sentence components grammatically. Naigles and Mayeux also reveal that television has a role in developing vocabulary more than it has a role in grammatical rules. They suggest reasons for that, such as the lack of opportunity to participate. Learning grammar takes a long time. The mothers help to develop

a child's language. Therefore, the influence of mothers' language is more important than the TV language, especially for children between two and three years old (Close, 2004, p. 22).

It is significant to consider the effects of language development on viewers, especially children affected by television (Loverude, 2014, p. 2). The TV is a means of explicitly and implicitly marketing videos directed to children. It influences language development. It aims to enhance the learning skill (Loverude, 2014, p. 9) through strategies, including immediate or deferred imitation, which some see as important in increasing language acquisition, to imitate body movements and objects, and others such as imitation of an animated cartoon (Loverude, 2014, p. 11).

2. What is animated cartoon?

Animated cartoon has been a part of cinema since the late nineteenth century. A cartoon is a movie made using animation instead of actors to be directed to children. Animation is the manufacture of illustrated films through a series of graphics or patterns that appear to be animated while the series is shown. It makes viewers, especially children, focus their attention when viewing the series. Through time cartoon was short in theaters. It was presented on TV before it took a long time to show it on children's channels. Thus, the cartoon was the most family-friendly since ancient times (Rai, Waskel, Sakalle, Dixit & Mahore, 2016).

2.1. Violent animated cartoons

Kirsh says (2012): "The amount of violence in cartoons is higher than in most types of television programs" (p. 178). A violent animated cartoon is a type of children's cartoon that contains scenes of violent characters that push children to commit the same violent actions. Sometimes it's hidden under other genres, as the violent scenes are fun when mixed with the comic genre of an animated cartoon (Rapoport, 1997, p. 170).

According to some laboratory experiments, Bandura and his colleagues discovered that exposure to violent animation leads to greater aggression, unlike non-violent animated cartoons. The studies failed because they relied on VACs only without any other kind, such as comedy. The comedy in the animated cartoon reduces the aggressiveness of the viewers, but it gives the image that violence is funny. That increases aggressiveness. Therefore, the validity of the research has not yet been proven (Kirsh, 2012, p. 168). Spungen (1998) argues: "Cartoon violence can have as strong an impact on children as does other television" (p. 5). Violence in the animated cartoon is more than live drama or comedy. Animated cartoons work on the purity of cartoon scenes of violence. Violent scenes include the victim's pain and suffering. Violent animated cartoon often plays an essential role in influencing viewers. Thus, comedy hides images of violence and reduces their importance (Kirsh, 2006, p. 548).

The violent animated cartoon is divided into happy and realistic. Happy violence is the one that presents the real characters who are injured or killed comically. The danger to the child's mind appears when laughing in violent scenes and highly dangerous contexts. Realistic violence is physical violence between people to rid their world of evil. It often occurs in the form of verbal violence with threats. The media has created a stereotypical image of males as aggressive to defend their beliefs and principles; men are not emotional, sympathetic, and fearful not to appear weak but unmanly. Violence is a means of protection and the exercise of power. Violence is used in the animated cartoon for vitality, to increase their attention, but it does more harm than good through harsh sounds and fast movements. Therefore, despite their enjoyment of animated cartoons, children do not differentiate between reality and imagination inspired by animation, so the individual must educate them not to act violently (Yvette and Sandra M., 1999, p. 6-9).

The developmental level of the child and his cognitive ability is significant. It distinguishes between fantasy and reality, especially for younger children such as the primary

child. They are imagined as superheroes as they draw causal conclusions about the conspiracy. The violence shown in the animated cartoon has dangerous consequences for children. At least the violent scenes are presented as contextual features represented by a punishment within the violent scene (Hamilton, 2000, p. 156).

3. Standard and non-standard Arabic

Lodge (2013) believes: “Standard Language is the only authentic form of the language and that all non-standard varieties are merely failed attempts to express oneself properly” (p. 6). standard language, such as standard Arabic or other official languages, spelling, grammar, pronunciation, and vocabulary is precise and unified without regional differences. It is essential to know formal and informal discourse. Non-standard language occurs when pronunciation, grammatical structure, terms, or choice of words do not match and is a feature of use by native speakers such as the Algerian language (Merriam-Webster, 1882). The standard language is adopted in the media, schools, and others, while non-standard forms are used in the different regional dialects. The standard language is controlled by linguistic rules for written and spoken language, but the non-standard language is usually not acceptable or appropriate. Therefore, users find what is accepted and appropriate in their contexts. They should use the standard language in most situations rather than the non-standard language (Cambridge Dictionary, 2022).

4. Communicative competence:

According to Nelson & Reger (1995) says “Communicative competence consisting of the knowledge of how to use language in order to communicate with other people” (p. 103). The term communicative competence (CC) was coined by linguist Dell Hymes, who required Chomsky of emphasis to describe language proficiency. This term has been used by several European sociologists, including Jurgen Habermas, who links the concept of communication with social processes. It is called ‘possible general conditions. The human interaction, the description of speaker knowledge, and the socio-economic environment are fuzzy (Gumperz, 1997, p. 39).

The term communicative competence means competence to communicate, and the central word is competence. It is associated with the introduction to linguistic discourse by Chomsky in his work on the theory of syntax, where he distinguished between competence and performance. After he proposed the concepts of competence and performance, some linguists were rejected in learning, teaching, and testing languages. They gave an alternative to Chomsky's competence in communicative competence. That is limited to being defined as grammatical competence only, but rather the ability to use grammatical competence in different communicative situations. Thus, this linked the sociolinguistic perspective and Chomsky's competence view (Tuan, 2017, p. 106).

Many linguists interested in language acquisition theory or testing theories have contributed to communicative competence development and the distinction of ability from efficiency. Competence is knowledge of sociolinguistic conventions. However, the ability is the procedural ability to communicate; it uses knowledge as means to create the meaning of language. Ability is an active force for the continuation of creativity, as it is called the potential for sense. CC is a fundamental system for knowing the necessary skill for

communication. They believe that knowledge has three types. It includes knowing basic grammatical principles, language use in the social context, and knowing how to combine speech and communicative functions. Moreover, the concept of skill is how an individual uses knowledge in actual communication. A skill requires an ability and appearance, and this is called performance. Hems focused on the concept of CC. She also described it as a dynamic, personal, and relativistic communicative ability. Messavignon added that competence is an ability that performance can only develop, maintain, and evaluate. That performance is the open manifestation of competence. Sauvignon also contributed to the balance between communicative competence and language proficiency. Taylor suggested changing the term communicative competence to communicative proficiency. It combines language proficiency and communicative competence. He defined communicative linguistic ability as the ability to make appropriate knowledge use. It is concerned with defining how language is used to achieve a specific purpose (...) (Tuan, 2017, p. 106-107).

Briefly, in the above-mentioned previous research literature, communicative competence was defined as the ability to communicate and use language appropriately, culturally, and socially in interactions between individuals to reach meaning in social contexts. Therefore, most linguists focus on providing definitions of communicative competence (Tarvin, 2014, p. 2).

4.1. Major Dimensions of Communicative Competence

According to Diaz-Rico and Weed, communicative competence is a user's language feature that allows him to know when, where, and how a language is used (Tuan, 2017, p. 107). Michel Kennel, Swain, and Merrill focus on models of communicative competence. Communicative competence is divided into grammatical competence, sociolinguistic, discourse, and strategic competence (Tuan, 2017, p. 107; Geeslin and Long, 2014, p. 5).

Grammatical competence is one of the four areas that work on language production and is a communicative competence theory. It works on mastering the comprehensive language code for the rules of forming words, sentences, meanings, and pronunciation. The Aim is to express grammatically correctly. This theory also enhances accuracy in second language production. The same applies to communicative competence, linguistic competence, and rhetorical competence. Parts of speech are necessary to reconcile with the subject, verb, and other parts of speech. The agreement of the verb reflects the person, number and gender usually agree with the grammatical relationship of the subject. It reveals the time in which the action was done. It is an element that connects those who confuse the antecedents, and prepositions link nouns or pronouns between the elements of sentences, which good knowledge contributes to the construction of the sentence. Thus, a good understanding of the functions of the parts of speech enhances the competence of the language (Tuan, 2017, p. 107).

Discourse competence is the ability to organize ideas through building a unified text with spoken or written sentences and paragraphs. However, these sentences have common characteristics through which the efficiency of public speaking is improved. Good sentences have enough words to carry the clear, precise, direct, uniform, consistent, and varied meaning in a structure. Strong nouns, vivid verbs, adjectives, and adverbs are effectively fun to read

technically correct (Tuan, 2017, p. 107). Discourse competence thus depends on the ability to use appropriate strategies to construct and interpret recurrent texts (Tuncay, 2013, p. 38).

Sociolinguistic competence refers to the ability to interpret social meanings. It is to know the appropriateness of verbal terms with the intended meaning precisely when the intended differs in the literal sense (Geeslin and Long, 2014, p. 5). Sociolinguistic competency has two categories: the functional aspects of language responsible for carrying and receiving meaning. The sociolinguistic aspects relate to politeness, formalities, and others (Tuan, 2017, p. 108). Hence, Sociolinguistic competence refers to awareness in choosing language forms for expression. It regards patterns, communicative intentions, and others (Tuncay, 2013, p. 38).

Strategic competence derived from communicative competence is used when a communication failure occurs. This ability helps the beginner paraphrase the expression if he does not know the grammatical and sociolinguistic competence in interpreting social situations to express them appropriately (Geeslin and Long, 2014, p. 5). Strategic competence is the speaker's ability to adapt their use of language or incomplete knowledge of social-communicative behavior standards. The grammatical and sociolinguistic strategic competence identifies the speaker for communication. Therefore, the four competencies are considered the basic theory of second language acquisition (SLA). Any speaker aims to maintain communication or fix problems that demonstrate strategic competence. Among the behaviors that demonstrate strategic competence are the use of synonyms of vocabularies that the speaker does not understand, the use of gestures to convey sense, asking for illustration from the receiver, raising the voice, and pretending to understand to listen to the context guides (Tuan, 2017, p. 108).

Canale and Swain define communicative competence as the speaker's skill to communicate. It also refers to the link between grammatical knowledge and language use in

society while respecting the principles of discourse. Canale and Swain criticized Hymes that sometimes grammar rules are not beneficial for language use. Therefore, they proposed the four models explained above (BOUSBIA and LOUDINI, 2019).

5. The influence of animated cartoon on the child's acquisition of CC

Animated cartoon is a fine art that appears in many social events. It is used for fun and entertainment and carries the element of intelligence to tell more and less. Animated cartoon is used as a means at home for developing the mother tongue of children (Karakas, 2012).

The animated cartoon affects the child's language development positively. It enriches linguistic balance by increasing vocabulary (Perween & Hasan, 2020, p. 114). Animated cartoons should not aim to teach simple concepts only; however, they should teach various universal rules and values that include expressive topics about love, tolerance, spiritual elements, and others. Cartoons help entertainingly increase information. It also increases giving children to express themselves, think, question, and criticize. It is an educational tool for many topics and concepts through pictures presented to children and expressed in thousands of words. Thus, the cartoon develops the child's imagination and cognitive abilities by receiving linguistic content that may enable him to acquire a new language (Sari, 2019, p. 362).

In addition to the mentioned advantages of language development in children, an animated cartoon has negative features. It negatively affects the mentality and body language of the child. That is common among children who watch cartoons (Sari, 2019, p. 362). Animated cartoon affects the mental system of the child, which leads to a distortion in the behavior of body language (Perween & Hasan, 2020, p. 116). Most Arab channels cartoons translate foreign cartoons into classical Arabic. The multiplicity of foreign cartoon channels carry a culture, morals, and social values, not Arab, to expose children to multiple cultures,

they will be affected in a negative way (Lamraoui, 2016). Although parents overlook their children in front of television and cartoon programs, the negative impact on the development of body language is inevitably at the same time. It does not negate the verbal development in oral communication (Perween & Hasan, 2020, p. 116).

The minds of children store a great deal of information through television programs. The child can memorize any image and information received from the cartoon. They do not only appear in their memories but also in their body language and speeches. Therefore, the children's minds are a future and can adapt faster, and at such innocent ages, the child cannot differentiate between what is positive and what is not for him (Lamraoui, 2016, p. 64).

Conclusion

This chapter has studied the relationship between the social and psycholinguistic aspects. The influences between a first language and a second language are also investigated. The resulting switching or mixing of the blade, among others, is also checked. It has been pointed out that television is an effective means of communication and one of the main factors in language acquisition. As for narrowing the study, this research is limited to the study of children. It is said that children's programs, including animated cartoons, are among the factors in acquiring and developing a child's language and influencing it.

Chapter Three:

Research Design and Methodology

Chapter Three: Research Design and Methodology

Introduction

Measuring the impact of classical Arabic language for violent animated cartoons on verbal communication requires a tight methodology and system for data collection. This chapter explains techniques and parameters that must be processed carefully to reach the desired results. This research plan is based on well-systemized scientific foundations.

1. Research Methodology

1.2. Nature of the Research

Since the research problem begins with the question 'to what extent' the type of research is descriptive. It describes a child's attachment to violent animated cartoons using statistical data. This research focuses on drawing and interpreting the relationships between many concepts, such as the relationship of language with violent animated cartoons. It portrays the impact of a classical Arabic language on the child's verbal communication. It describes the features of sample or participants' data as gender and interaction when watching violent animated cartoons. This research organizes, tabulates, and portrays data collection. Descriptive statistics is essential when presenting data visually using tables, graphs, and charts to help the reader understand the qualitative study and its effects. Descriptive research is used for organizing and presenting data in a purely factual way during the analysis of results. It gives summary data such as the mean, variance, percentages, and the correlation between the variables. It uses methods to analyze the associations between the variables (VACs and the Child's Acquisition of NSA Language) interview and questionnaire.

1.3. Research Approach

This research focuses on examining theories and hypotheses of the child's acquired language. It also depends on the mathematical-statistical analysis expressed in numbers and ratios in tables and graphs. The quantitative approach is to possess several participants and ask close questions in the interview and the questionnaire. Quantitative research relies on deductive reasoning to identify evidence to support research hypotheses. Quantitative research aims to generate and create knowledge about the impact of children's language on violent animation and its relationship to the failure of communicative competence. Quantitative research is a way to identify a sample of five-year-old children and their mothers to determine their observations and measure them to examine questions about them.

1.4. Participants

In this research, two types of samples are used: the exploratory sample and the original sample. The research population of the explored sample is 98 children with their mothers from Ahmed Boukhatam primary school, and the original one is 286 children with their mothers from the Subih Mohammad primary school. Four males and five females and their mothers are 18 participants representing 18% of the population. The original one contains nine males and eleven females and their mothers, for a total of 40 participants, representing 13% of the research population. Their educational level is the fifth year of primary education. They are chosen for the following reasons. First, collecting the opinions of the sample to verify the validity of the data related to the effect of violent animated cartoons on the child's acquisition of non-standard Arabic language. Second, their youngest age of fewer than 11 years is the last stage of language development, according to psychiatrist Piaget. Third, one should know the stands of mothers towards the change in the non-standard Arabic language of their children due to violent animated cartoons. Fourth, it should measure the influence of animated cartoons in their sermons, taking into account the viewing time and other

influencing factors. The chosen sample is suitable for achieving goals and answering the research problem.

1.5. Research methods

This study relies on the interview and the questionnaire as the fundamental procedure to obtain preliminary data about the research topic to test hypotheses. The interview is conducted with children in the fifth year; the questionnaire is done with mothers. Thus, these research tools are suitable for research because they save time and are inexpensive; they contribute to adding a large amount of information and more accurate details by relying on quantitative.

2. Data collection:

Before getting into the data collected from the participants, it is relied on standardized scientific standards (interview and questionnaire). Scientific foundations of the methods are applied when the data collection tools in the research are new, made by the researcher, and have not been occurring in any local environment or contain new situations and stations. Any scientific basis has been applied to it, including validity, reliability, and objectivity.

2.1. Description of research tools

Three sections are designed for each interview and questionnaire. Each interview section consists of six questions, bringing the total number of interview questions to 18. As for the questionnaire, each one contains four questions, so the total number of questions in the questionnaire is 12. The interview depends mostly on closed questions that deal with yes/ no questions to gather accurate data to analyze it quantitatively. Only two unstructured questions in the questionnaire are directed to mothers that deal with open-ended questions to collect examples of types of code-switching that occurred by child affected violent animated cartoons for analyzing it. Each of the interview questions and the questionnaire contains three choices

as answers to the questions yes, sometimes, and no to get accurate answers. The data collection tool is direct (face to face) to the participants. The participant is asked not to choose more than one answer, only complete and elect the appropriate option under each question so that things would not be complicated and facilitate collecting, analyzing, and producing uncomplicated results without exceptions. Because the questions are in English, the unclear vocabulary is explained and translated into the mother tongue to facilitate the answer to the participant.

2.2. The objectives of the collection data tools

The interview and questionnaire are conducted to achieve the following main objectives:

- For introducing the participants in both the questionnaire and the interview
- For finding out the extent to which children attach to VACs
- For detection of early code-switching in children affected by violent cartoons
- For revealing the impact of VACs on a child's daily conversation

2.3. Content validity

The tools have set parameters and criteria. This research is limited to the validity of the content as a sufficient scientific basis. It requires making a prototype for the interview and questionnaire distributed to 5 referees specializing in linguistics and sociolinguistics to deal with their opinions statistically.

2.3.1. Content validity of interview

2.3.1.1. The findings of referees' responses to the interview

N°	The clarity of statement					
	Section 01: The child's attachment to violent animated cartoons		Section 02: Violent animated cartoons and child's language		Section 03: The child's violent cartoon-affected language and its relationship to communication breakdown	
	Yes	No	Yes	No	Yes	No
Q. 01	5	0	0	5	1	4
Q. 02	4	1	4	1	2	3
Q. 03	5	0	2	3	4	1
Q. 04	1	4	3	2	5	0
Q. 05	5	0	5	0	5	1
Q. 06	4	1	4	1	5	0

Table 3.1. Referees' responses to interview questions

In the table above, all questions were evaluated as clear, except Q. 04 of section 01, Q. 01 of section 02 and 03 which have been modified as follows:

S1: Q. 04: "How long do you take to watch an action cartoon per day?" is modified to "How much time do you spend watching an action cartoons per day?"

S2: Q. 01: "Do you like to speak?" is modified to "Do you like to speak while watching an action cartoon?"

S3: Q. 01: “Do you feel strange when talking to others because of the use of action cartoon language?” is modified to “Do you feel uncomfortable when talking to others because of the use of violent cartoon language?”

- **Hypotheses**

- **The null hypothesis: $H_0: O_1 = 0$**

The questions in the sections of the interview have no statistically significant variances between the opinions of the referees.

- **The alternative hypothesis: $H_1: O_1 \neq 0$**

The questions belonging to the sections of the interview have statistically significant variances between the opinions of the referees.

- **An alpha level: $\alpha = 0.05$**

- **The chi-square formula is: $\chi^2 = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i}$**

- **Calculation of the expected frequency (E): $E = \frac{\text{Total Repetitions}}{\text{number of alternatives}} = \frac{5}{2} = 2.5$**

2.3.1.2. The content validity index calculation of the interview

N°	$(O - E)$	$(O - E)^2$	$\frac{O_i - E}{E_i}$	Calculated chi-squared calculation	Statistical significance
Section 01: The child's attachment to the violent animated cartoons					
Q1	$5 - 2.5 = 2.5$	6.25	2.5	5	Statistically significant
	$0 - 2.5 = -2.5$	6.25	2.5		
Q2	$4 - 2.5 = 1.5$	2.25	0.9	1.8	Not statistically significant
	$1 - 2.5 = -1.5$	2.25	0.9		

Q3	$5 - 2.5 = 2.5$	6.25	2.5	5	Statistically significant
	$0 - 2.5 = -2.5$	6.25	2.5		
Q4	$1 - 2.5 = -1.5$	2.25	0.9	1.8	Not statistically significant
	$4 - 2.5 = 1.5$	2.25	0.9		
Q5	$5 - 2.5 = 2.5$	6.25	2.5	5	Statistically significant
	$0 - 2.5 = -2.5$	6.25	2.5		
Q6	$4 - 2.5 = 1.5$	2.25	0.9	1.8	Not statistically significant
	$1 - 2.5 = -1.5$	2.25	0.9		
Section 02: Violent animated cartoons and child's language					
Q1	$0 - 2.5 = -2.5$	6.25	2.5	5	Statistically significant
	$5 - 2.5 = 2.5$	6.25	2.5		
Q2	$4 - 2.5 = 1.5$	2.25	0.9	1.8	Not statistically significant
	$1 - 2.5 = -1.5$	2.25	0.9		
Q3	$2 - 2.5 = -0.5$	0.25	0.1	0.2	Not statistically significant
	$3 - 2.5 = 0.5$	0.25	0.1		
Q4	$3 - 2.5 = 0.5$	0.25	0.1	0.2	Not statistically significant
	$2 - 2.5 = -0.5$	0.25	0.1		
Q5	$5 - 2.5 = 2.5$	6.25	2.5	5	Statistically significant
	$0 - 2.5 = -2.5$	6.25	2.5		
Q6	$4 - 2.5 = 1.5$	2.25	0.9	1.8	Not statistically significant
	$1 - 2.5 = -1.5$	2.25	0.9		

Section 03: The child's violent cartoon-affected language and its relationship to communication breakdown					
Q1	$1 - 2.5 = -1.5$	2.25	0.9	1.8	Not statistically significant
	$4 - 2.5 = 1.5$	2.25	0.9		
Q2	$2 - 2.5 = -0.5$	0.25	0.1	0.2	Not statistically significant
	$3 - 2.5 = 0.5$	0.25	0.1		
Q3	$4 - 2.5 = 1.5$	2.25	0.9	1.8	Not statistically significant
	$1 - 2.5 = -1.5$	2.25	0.9		
Q4	$5 - 2.5 = 2.5$	6.25	2.5	5	Statistically significant
	$0 - 2.5 = -2.5$	6.25	2.5		
Q5	$4 - 2.5 = 1.5$	2.25	0.9	1.8	Not statistically significant
	$1 - 2.5 = -1.5$	2.25	0.9		
Q6	$5 - 2.5 = 2.5$	6.25	2.5	5	Statistically significant
	$0 - 2.5 = -2.5$	6.25	2.5		

Table 3.2. Calculation of CVI of the interview questions

- **Chi-squared table:**

Degree of freedom = number of alternatives – 1

$$1 = 2 - 1$$

Its value is: 3.84

- **Decision:**

Since the calculated chi-squared (χ_c^2) value is greater than the tabular chi-squared (χ_T^2) value in the following questions (S1: Q1, Q3, Q5; S2: Q1, Q5; S3: Q4, Q6) null hypothesis is

rejected, but an alternative is accepted. Since the calculated chi-square (x_c^2) value is less than the tabular chi-squared (x_T^2) value in the following questions (S1: Q2, Q4, Q6; S2: Q2, Q3, Q4, Q6; S3: Q1, Q2, Q3, Q5) null hypothesis is accepted, but an alternative is rejected.

- **The result:**

The following questions (S1: Q1, Q3, Q5; S2: Q1, Q5; S3: Q4, Q6) contain statistically significant variances between the opinions of the referees on the extent to which each question belongs to the questionnaire's sections.

The following questions (S1: Q2, Q4, Q6; S2: Q2, Q3, Q4, Q6; S3: Q1, Q2, Q3, Q5) do not contain statistically significant variances between the referees' opinions on the extent to which the variances belong to the questionnaire's sections.

2.3.2. Content validity of questionnaire

2.3.2.1. The findings of referees' responses to the questionnaire

N°	The clarity of statement					
	Section 01: The child's attachment to violent animated cartoons		Section 02: Violent animated cartoons and child's language		Section 03: The child's violent cartoon-affected language and its relationship to communication breakdown	
	Yes	No	Yes	No	Yes	No
Q. 01	4	1	3	2	5	0
Q. 02	5	0	3	2	5	0
Q. 03	4	1	3	2	1	4
Q. 04	5	0	5	0	4	1

Table 3.3. The referees' responses to the questionnaire questions

In the table above, all questionnaire questions were evaluated as clear, except Q. 03 of section 03 which has been modified as follows:

S3: Q. 03: “Is the child expressing his requests verbally action?” is modified to “Do you think violent cartoons make your child more aggressive in verbal communication?”

- **Hypotheses**

- **The null hypothesis: $H_0: O_1 = 0$**

The questions in the sections of the questionnaire have no statistically significant variances between the opinions of the referees' doctors.

- **The alternative hypothesis: $H_1: O_1 \neq 0$**

The questions belonging to the sections of the questionnaire have statistically significant variances between the opinions of the referees' doctors.

- **Indication level: $\alpha = 0.05$**

- **Calculated chi-squared calculation: $\chi^2 = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i}$**

- **Calculation of the expected frequency (E): $E = \frac{\text{Total Repetitions}}{\text{number of alternatives}} = \frac{5}{2} = 2.5$**

2.3.2.2. The content validity index calculation of the questionnaire

N°	$(O - E)$	$(O - E)^2$	$\frac{O_i - E}{E_i}$	The calculated chi-squared (χ_c^2)	Statistical significance
Section 01: The child's attachment to violent animated cartoons					
Q1	$4 - 2.5 = 1.5$	2.25	0.9	1.8	Not statistically significant
	$1 - 2.5 = -1.5$	2.25	0.9		
Q2	$5 - 2.5 = 2.5$	6.25	2.5	5	Statistically

	$0 - 2.5 = -2.5$	6.25	2.5		significant
Q3	$4 - 2.5 = 1.5$	2.25	0.9	1.8	Not statistically significant
	$1 - 2.5 = -1.5$	2.25	0.9		
Q4	$5 - 2.5 = 2.5$	6.25	2.5	5	Statistically significant
	$0 - 2.5 = -2.5$	6.25	2.5		
Section 02: Violent animated cartoons and child's language					
Q1	$3 - 2.5 = 0.5$	0.25	0.1	0.2	Not statistically significant
	$2 - 2.5 = -0.5$	0.25	0.1		
Q2	$3 - 2.5 = 0.5$	0.25	0.1	0.2	Not statistically significant
	$2 - 2.5 = -0.5$	0.25	0.1		
Q3	$3 - 2.5 = 0.5$	0.25	0.1	0.2	Not statistically significant
	$2 - 2.5 = -0.5$	0.25	0.1		
Q4	$5 - 2.5 = 2.5$	6.25	2.5	5	Statistically significant
	$0 - 2.5 = -2.5$	6.25	2.5		
Section 03: The child's violent cartoon-affected language and its relationship to communication breakdown					
Q1	$5 - 2.5 = 2.5$	6.25	2.5	5	Statistically significant
	$0 - 2.5 = -2.5$	6.25	2.5		
Q2	$5 - 2.5 = 2.5$	6.25	2.5	5	Statistically significant
	$0 - 2.5 = -2.5$	6.25	2.5		
Q3	$1 - 2.5 = -1.5$	2.25	0.9	1.8	Not statistically significant
	$4 - 2.5 = 1.5$	2.25	0.9		

Q4	$4 - 2.5 = 1.5$	2.25	0.9	1.8	Statistically significant
	$1 - 2.5 = -1.5$	2.25	0.9		

Table 3.4. Calculating of CVI of the questionnaire questions

- **Chi-squared calculation:**

Degree of freedom = number of alternatives – 1

$$1 = 2 - 1$$

- **Its value** is 3.84

- **Decision:**

Since the calculated chi-squared (χ_c^2) value is greater than the tabular chi-squared (χ_T^2) value in the following questions (S1: Q2, Q4; S2: Q4; S3: Q1, Q2) null hypothesis is rejected; the alternative is accepted.

Since the calculated chi-squared (χ_c^2) value is greater than the tabular chi-squared (χ_T^2) value in the following questions (S1: Q1, Q3; S2: Q1, Q2, Q3; S3: Q3, Q4), the null is accepted hypothesis, but the alternative hypothesis is rejected.

- **The result:**

The following questions, S1: Q2, Q4; S2: Q4; S3: Q1, Q2, have statistically significant variances between the opinions of the referees about the extent to which the questions belong to the sections.

The following questions, S1: Q1, Q3; S2: Q1, Q2, Q3; S3: Q3, Q4, do not have statistically significant variances belonging to the questionnaire's sections.

- **Interpretation of the content validity results for both the interview and the questionnaire:**

The results of the content validity of both interview and questionnaire explain that the questions that possess statistical significance are retained. The rest of the questions having no statistical significance are revised and processed. It is to become statistically valid and related to the content of the axes of interview and questionnaire.

2.4. Reliability

Upon finishing the validity content, the interview is conducted, and the questionnaire in its final form is distributed to the exploratory sample to take the results. Then, after a week, the process is repeated with the same participants to take the results and then compare the initial results and the second results. As reliability is achieved, the final interview and questionnaire are conducted over the original sample to be examined. The reliability Coefficient of a questionnaire and interview is calculated using Cronbach's Alpha equation as follows:

$$\alpha = \frac{K}{K - 1} \left[1 - \frac{\sum S_{item}^2}{S_{total}^2} \right]$$

α : Cronbach's alpha coefficient

K : Number of the interview or questionnaire questions

$\sum S_{item}^2$: The sum of the variances of the interview and questionnaire questions

S_{total}^2 : Variance in the final scores of the respondents

2.4.1. Reliability of interview

2.4.1.1. The findings of children s' responses to the interview

Questions	Participants								Total question scores	Question average scores		
	01	02	03	04	05	06	07	08				
I. Interview												
Section 01: The child's attachment to the violent animated cartoons												
Q1	2 2	3 3	2 3	3 3	2 2	2 3	3 3	2 2	19	21	2.37	2.62
Q2	2 2	2 3	2 2	2 3	1 2	2 2	3 2	2 2	16	18	2	2.25
Q3	3 3	3 3	3 3	3 3	1 1	3 3	3 3	3 1	22	20	2.75	2.5
Q4	1 1	1 1	1 1	2 2	1 1	1 1	1 1	1 1	9	9	1.12	1.12
Q5	3 2	3 3	3 3	3 3	1 1	3 3	1 2	2 1	19	18	2.37	2.25

Q6	1 2	2 2	3 1	2 2	2 1	3 3	1 1	2 2	16	14	2	1.75
Section 02: Violent animated cartoons and child's language												
Q1	3 3	1 1	2 3	3 3	3 2	2 3	2 2	1 2	17	19	2.12	2.37
Q2	3 2	3 3	1 1	3 2	3 1	2 2	2 3	1 1	18	15	2.25	1.87
Q3	3 2	1 1	1 1	3 3	1 1	1 2	3 3	1 3	14	16	1.75	2
Q4	1 2	3 2	2 3	1 1	2 1	3 3	3 3	2 2	17	17	2.12	2.12
Q5	1 2	3 3	1 1	2 3	1 1	1 1	3 3	2 2	14	16	1.75	2
Q6	1 2	3 2	2 1	3 1	1 1	3 1	1 1	1 1	15	10	1.87	1.25
Section 03: The child's violent cartoon-affected language and its relationship to communication breakdown												
Q1	1 2	1 1	2 1	1 1	1 2	3 3	1 1	2 2	12	13	1.5	1.62
Q2	1 2	2 2	2 2	2 1	1 1	1 2	1 1	1 2	11	13	1.37	1.62
Q3	3 2	1 1	1 1	1 1	1 1	1 2	1 1	1 2	10	11	1.25	1.37
Q4	2 1	1 1	1 3	2 1	3 1	3 1	1 1	1 3	14	12	1.75	1.5
Q5	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 2	8	9	1	1.12
Q6	3 2	3 3	2 1	2 2	1 2	3 2	3 3	1 2	18	17	2.25	2.12

The total scores of the participants	35 35	37 36	32 32	39 36	27 23	38 38	34 35	27 33	269 268	33.62 33.5
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Table 3.5. The total scores of the children, and questions and their average in the interview

2.4.1.2. Variance of interview questions

Q 01	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	Q 02	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	Q 03	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	Q 04	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	Q 05	$x_i - \bar{x}$	$x_i - \bar{x}$	Q 06	$(x_i - \bar{x})^2$	$(x_i - \bar{x})^2$
2	-1.37	1.8769	2	0	0	3	0.25	0.0625	1	-0.12	0.0144	3	0.63	0.3969	1	-1	1
3	-0.37	0.1369	2	0	0	3	0.25	0.0625	1	-0.12	0.0144	3	0.63	0.3969	2	0	0
2	-1.37	1.8769	2	0	0	3	0.25	0.0625	1	-0.12	0.0144	3	0.63	0.3969	3	1	1
3	-0.37	0.1369	2	0	0	3	0.25	0.0625	2	0.88	0.7744	3	0.63	0.3969	2	0	0
2	-1.37	1.8769	1	-1	1	1	-1.75	3.0625	1	-0.12	0.0144	1	-1.37	1.8769	2	0	0
2	-1.37	1.8769	2	0	0	3	0.25	0.0625	1	-0.12	0.0144	3	0.63	0.3969	3	1	1
3	-0.37	0.1369	3	1	1	3	0.25	0.0625	1	-0.12	0.0144	1	-1.37	1.8769	1	-1	1
2	-1.37	1.8769	2	0	0	3	0.25	0.0625	1	-0.12	0.0144	2	-0.37	0.1369	2	0	0
3.37		9.7952	2		2	2.75		3.5	1.12		0.8752	2.37		5.8752	2		4
Q 01	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	Q 02	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	Q 03	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	Q 04	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	Q 05	$x_i - \bar{x}$	$x_i - \bar{x}$	Q 06	$(x_i - \bar{x})^2$	$(x_i - \bar{x})^2$
3	0.88	0.7744	3	0.75	0.5625	3	1.25	1.5625	1	-1.12	1.2544	1	-0.75	0.5625	1	-0.87	0.7569
1	-1.12	1.2544	3	0.75	0.5625	1	-0.75	0.5625	3	0.88	0.7744	3	1.25	1.5625	3	1.13	1.2769
2	-0.12	0.0144	1	-1.25	1.5625	1	-0.75	0.5625	2	-0.12	0.0144	1	-0.75	0.5625	2	0.13	0.0169
3	0.88	0.7744	3	0.75	0.5625	3	1.25	1.5625	1	-1.12	1.2544	2	0.25	0.0625	3	1.13	1.2769
3	0.88	0.7744	3	0.75	0.5625	1	-0.75	0.5625	2	-0.12	0.0144	1	-0.75	0.5625	1	-0.87	0.7569
2	-0.12	0.0144	2	-0.25	0.0625	1	-0.75	0.5625	3	0.88	0.7744	1	-0.75	0.5625	3	1.13	1.2769
2	-0.12	0.0144	2	-0.25	0.0625	3	1.25	1.5625	3	0.88	0.7744	3	1.25	1.5625	1	-0.87	0.7569
1	-1.12	1.2544	1	-1.25	1.5625	1	-0.75	0.5625	2	-0.12	0.0144	2	0.25	0.0625	1	-0.87	0.7569
2.12		4.8752	2.25		5.5	1.75		7.5	2.12		4.8752	1.75		5.5	1.87		6.8752

Q 01	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	Q 02	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	Q 03	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	Q 04	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	Q 05	$x_i - \bar{x}$	$x_i - \bar{x}$	Q 06	$(x_i - \bar{x})^2$	$(x_i - \bar{x})^2$
1	-0.5	0.25	1	-0.37	0.1369	3	1.75	3.0625	2	0.25	0.0625	1	0	0	3	0.75	0.5625
1	-0.5	0.25	2	0.63	0.3969	1	-0.25	0.0625	1	-0.75	0.5625	1	0	0	3	0.75	0.5625
2	0.5	0.25	2	0.63	0.3969	1	-0.25	0.0625	1	-0.75	0.5625	1	0	0	2	-0.25	0.0625
1	-0.5	0.25	2	0.63	0.3969	1	-0.25	0.0625	2	0.25	0.0625	1	0	0	2	-0.25	0.0625
1	-0.5	0.25	1	-0.37	0.1369	1	-0.25	0.0625	3	1.25	1.5625	1	0	0	1	-1.25	1.5625
3	1.5	2.25	1	-0.37	0.1369	1	-0.25	0.0625	3	1.25	1.5625	1	0	0	3	0.75	0.5625
1	-0.5	0.25	1	-0.37	0.1369	1	-0.25	0.0625	1	-0.75	0.5625	1	0	0	3	0.75	0.5625
2	0.5	0.25	1	-0.37	0.1369	1	-0.25	0.0625	1	-0.75	0.5625	1	0	0	1	-1.25	1.5625
1.5		4	1.37		1.8752	1.25		3.5	1.75		5.5	1		0	2.25		5.5

Table 3.6. Calculating the variance of interview questions

$$S_1^2 = \frac{9.7952}{8} = 1.22$$

$$S_5^2 = \frac{5.8752}{8} = 0.73$$

$$S_9^2 = \frac{7.5}{8} = 0.93$$

$$S_{13}^2 = \frac{4}{8} = 0.5$$

$$S_{17}^2 = \frac{0}{8} = 0$$

$$S_2^2 = \frac{2}{8} = 0.25$$

$$S_6^2 = \frac{4}{8} = 0.5$$

$$S_{10}^2 = \frac{4.8752}{8} = 0.60$$

$$S_{14}^2 = \frac{1.8752}{8} = 0.23$$

$$S_{18}^2 = \frac{5.5}{8} = 0.68$$

$$S_3^2 = \frac{3.5}{8} = 0.43$$

$$S_7^2 = \frac{4.8752}{8} = 0.60$$

$$S_{11}^2 = \frac{5.5}{8} = 0.68$$

$$S_{15}^2 = \frac{3.5}{8} = 0.43$$

$$S_4^2 = \frac{0.8752}{8} = 0.10$$

$$S_8^2 = \frac{5.5}{8} = 0.68$$

$$S_{12}^2 = \frac{6.8752}{8} = 0.85$$

$$S_{16}^2 = \frac{5.5}{8} = 0.68$$

2.4.1.3. Variance in the final scores of children

The total score of the children	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
35	1.38	1.9044
37	3.38	11.4244
32	-1.62	2.6244
39	5.38	28.9444
27	-6.62	43.8244
38	4.38	19.1844
34	0.38	0.1444
27	-6.62	43.8244
33.62		151.8752

Table 3.7. Calculating variance in the final scores of children

- Calculating the value of Cronbach's alpha coefficient is as follows:

$$S_{Total}^2 = \frac{\sum(x_i - \bar{x})^2}{n} = \frac{151.8752}{8} = 18.98$$

$$\alpha = \frac{K}{K - 1} \left[1 - \frac{\sum S_{item}^2}{S_{total}^2} \right]$$

$$= \frac{18}{18 - 1} \left[1 - \frac{1.22 + 0.25 + 0.43 + 0.10 + 0.73 + 0.5 + 0.60 + 0.68 + 0.93 + 0.60 + 0.68 + 0.85 + 0.5 + 0.23 + 0.43 + 0.68 + 0 + 0.68}{18.98} \right]$$

$$= 1.05 \left[1 - \frac{10.09}{18.98} \right]$$

$$= 1.05 \times [1 - 0.53]$$

$$= 1.05 \times 0.47$$

$$= 0.49$$

Since the value of Cronbach's alpha 0.49 is less than 0.70 the reliability coefficient of the interview is weak. The researcher is attributed to the fact that the children who represent the

exploratory sample are not accustomed to such interviews; their sensitive age, discomfort, and dread the interview. The researcher observes a kind of subjectivity to somewhat in the answer. That is what required the researcher to be satisfied with the content validity of the referees only.

2.5. Pearson correlation coefficient of interview and questionnaire:

Calculating the Pearson correlation coefficient for the quantitative variables according to the original values method is as follows.

- **The null hypothesis: $H_0: r = 0$**

There is no statistically significant strong correlation between the influence of classical Arabic language for violent animated cartoons on the child's verbal communication.

- **The alternative hypothesis: $H_0: r \neq 0$**

There is a statistically significant strong correlation between the influence of classical Arabic language for violent animated cartoons on the child's verbal communication.

- **The direction of the alternative hypothesis: non-vector**

Indication level: $\alpha = 0.05$

n	x	y	xy	x^2	y^2
1	35	35	1225	1225	1225
2	37	36	1332	1369	1296
3	32	32	1024	1024	1024
4	39	36	1404	1521	1296
5	27	23	621	729	529
6	38	38	1444	1444	1444
7	34	35	1190	1156	1225
8	27	33	891	729	1089
Σ	269	268	9131	9197	9128

Table 3.8. Calculating Pearson correlation coefficient of interview

$$\begin{aligned}
 r_p &= \frac{n2xy - (2x)(2y)}{\sqrt{[n \Sigma x^2 - (\Sigma x)^2] \times [n \Sigma y^2 - (\Sigma y)^2]}} \\
 &= \frac{(8 \times 9131) - (269 \times 268)}{\sqrt{(8 \times 9197) - 269^2) \times (8 \times 9128) - 268^2)}} \\
 &= \frac{956}{\sqrt{(73576 - 72361) \times (73024 - 71824)}} \\
 &= \frac{956}{\sqrt{1215 \times 1200}} \\
 &= \frac{956}{\sqrt{1458000}} \\
 &= \frac{956}{1208} \\
 &= 0.79
 \end{aligned}$$

n	x	y	xy	x^2	y^2
1	21	17	357	441	289
2	22	18	396	484	324
3	20	18	360	400	324
4	23	19	437	529	361
5	17	20	340	289	400
6	23	28	644	529	784
7	24	25	600	576	625
8	21	21	441	441	441
Σ	171	166	3575	3689	3548

Table 3.9. Calculating Pearson correlation coefficient of questionnaire

$$\begin{aligned}
 r_p &= \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2] \times [n\sum y^2 - (\sum y)^2]}} \\
 &= \frac{(8 \times 3575) - (171 \times 166)}{\sqrt{(8 \times 3689) - 171^2} \times \sqrt{(8 \times 3548) - 166^2}} \\
 &= \frac{214}{\sqrt{(29512 - 29241) \times (28384 - 27556)}} \\
 &= \frac{214}{\sqrt{271 \times 828}} \\
 &= \frac{214}{\sqrt{224388}} \\
 &= \frac{214}{473.69} \\
 &= 0.45
 \end{aligned}$$

- **r-Tabular Calculation**

Degree of freedom = $n - 2$

$$6 = 8 - 2$$

The r-Tabular value is: 0.707

- **Decision:**

In the correlation coefficient of the interview, the calculated (r_p) 0.79 is greater than the r-tabular 0.707, the null hypothesis is rejected, and the alternative one is approved. In the correlation coefficient of the questionnaire, since the calculated (r_p) 0.45 is less than the r-tabular 0.707, the null hypothesis is accepted, and the alternative hypothesis is rejected.

- **The result**

In the correlation coefficient of the interview, there is a statistically significant strong correlation between the influence of classical Arabic language for violent animated cartoons on the child's verbal communication, unlike what results in the correlation coefficient of the questionnaire.

- **Interpretation**

There is a strong relationship between the influence of classical Arabic language for violent animated cartoons on the child's verbal communication. The fewer the percentage of the impact of classical Arabic language for violent animated cartoons on the child's verbal communication, the fewer the breakdown of communicative competence and vice versa.

2.6. Objectivity

This study is based on scientific objectivity. It used sources supporting the research topic studied without specific descriptions and evaluations for any sources used or annotations containing a summary of the content for analysis. Bibliographical research is not annotated. It is used a list of citations from various books, articles, and other sources to support the research topic. References are not annotated; they do not contain annotations after citing each source. The researcher does not add summaries or critical evaluations of sources. If the annotated bibliography is used, he would have taken a large part of the research or would have been alone in an independent report in its own right. More in-depth the researcher has not included in the literature review of this research comprehensive explanatory comments involving the writer, discussion, place, purpose of writing the thesis, and how to present it to the public in descriptive. Thus, the writer does not use a summary annotated nor the evaluative annotation made to confirm the accuracy, importance, and quality of work. It helps to identify the topic, develop the thesis statement, and determine the usefulness and validity of the information. The writer does not rely on bibliographical research annotated in his literature review. It is examined and analyzed for studying the subject systemically without reviewing following specific ways academically and scientifically in an objective manner devoid of emotional expressions. The researcher writes intellectual currents as a process of transferring previous research related to the theme of this research, devoid of personal opinions and biased ideas of thought and studied research on the topic. Therefore, it is objective and not subjective. The researcher deals with his research topic in the literature review section using previous studies and research based on the theories of great linguists such as Chomsky, Skinner, Piaget, George Herbert Mead and Herbert Blumer. Finally, Bibliographical research does not present the researcher's ideas and opinions but rather introduces studies based on theories and approaches.

Conclusion

This chapter explains how to build a tight scientific methodology and employ all the research elements. It states that the nature of the research is descriptive and depends on different sources that follow a qualitative branch statistically analyze the results of randomly selected participants using appropriate tools for the sample nature, namely children and their mothers. Data collection is based on the scientific foundations of data collection tools. The content of the interview questionnaire is valid; the interview reliability index 0.49, the Pearson correlation index in both the interviews is 0.79, and the questionnaire is estimated at 0.45. This research depends on objectivity to start with the original sample of the valid and reliable methodology.

Chapter Four:

Data Analysis and Discussion

Chapter Four: Data Analysis and Discussion

Introduction:

After developing mechanisms for research, a methodology, and scientific foundations, in this last chapter, an exam is conducted on the extent to which the theoretical side matches the practical reality and the comparison between the results of previous studies and the study obtained. It has been decided, through this chapter, to present the data analysis statistically and to discuss it.

1. Data Analysis

1.1. Data analysis of children interview

❖ Background information: (personal information)

- Age:

The section below shows the children's division according to their age and gender, as shown in the following table.

Children's age	10	11	12 and more
Male	4	4	1
Female	7	3	1
Total	55%	35%	10%

Table 4.1. Children's Age

In this table, the studied sample of the research is divided from male and female children into three age groups. The first category is aged ten years old. Four males and seven female participants are registered, so the total number of both is 11 participants, represented by 55% as the highest percentage of participants among the age groups. The followed age group of 11-year-olds represents 35% of the seven participating children, divided into four males and three females. The last age group is more than 12 years old. It is equal in the number of

participants for both males and females; it records in both fields only one participant, representing 10% as the lowest percentage of participants in these age groups.

- **Gender:**

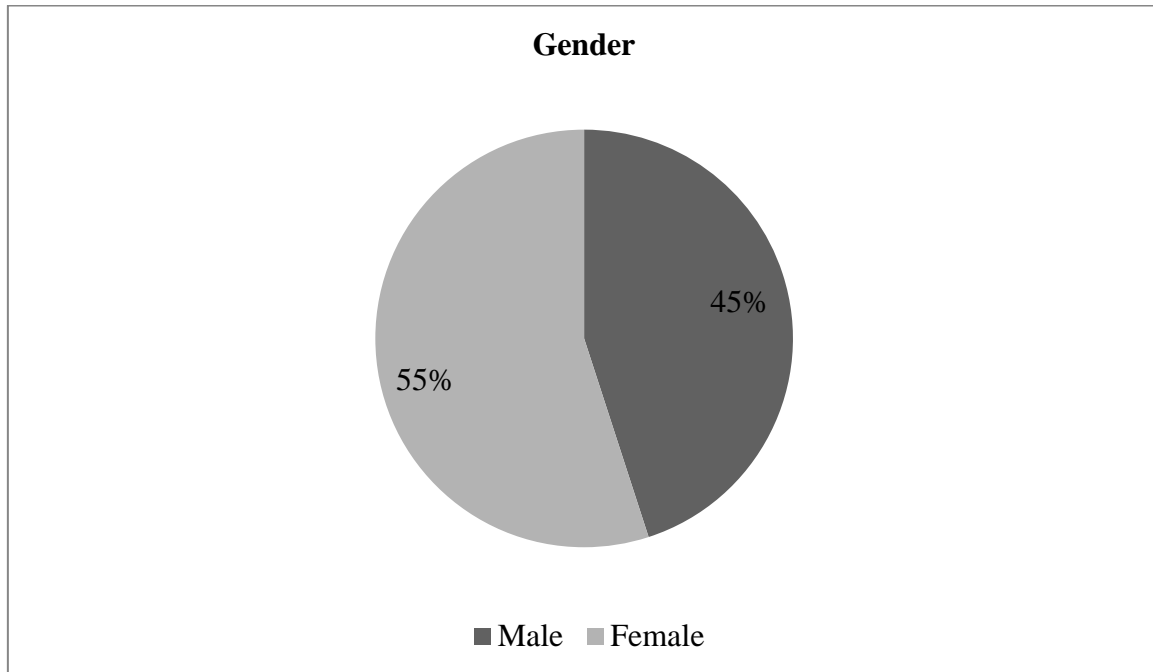


Figure 4.1. Gender

The pie chart above shows the dependence of this research on a random sample that includes both sexes, males and females. The proportion of males is fewer than females. Males represent 45% and females 55%.

Section 01: The child's attachment to the violent animated cartoons

Question 01: Do you prefer watching action cartoons?

	Yes	Sometimes	No
Male	25%	15%	5%
Female	35%	20%	0%
Total	60%	35%	5%

Table 4.2. Watching action cartoons

When the first question is asked about children, whether they prefer watching animated cartoons, the responses in the above table are as follows: Yes, the percentage occupies the highest rank and represented 60 %, divided into 25% of males, and 35% of females. Then, It drops to 35% for respondents who say sometimes. The males represent 15% and females twenty percent. Finally, the percentage is zero in the female category. Five percent is recorded for males as a total number of those who answer that they do not prefer watching animated cartoons.

Question 02: Does your favorite cartoon channel show action programs?

	Yes	Sometimes	No
Male	15%	25%	5%
Female	15%	35%	5%
Total	30%	60%	10%

Table 4.3. Browse action programs on the child's favorite cartoon channel

When inquiring about the children's favorite cartoon channel that shows action cartoon programs, this table indicates that it reaches 60% as the highest percentage, represented in the participants' answers sometimes, where 25% are males, and 35% are females. The results are equal by 15% in both fields for males and females, so the total number is 30% for those who answered yes. As for the percentage of participants whose answer is no, it is also equal in fields, males, and females, by five percent, so the total number is 10% as a small finding.

Question 03: What is the name of your favorite cartoon?

Cartoon's names	Male	Female	Total
Dragon Ball	20%	15%	35%
Tom and Jerry	5%	10%	15%
Power Rangers	0%	5%	5%
Remi	0%	5%	5%
Amouna	0%	5%	5%
SpongeBob Squarpants	10%	10%	20%
We Bare Bears	5%	5%	10%
Teen Titans	5%	0%	5%

Table 4.4. The names of favourite cartoons

The top table, Dragon Ball, has the highest viewership rate of 35%, 20% are males, and 15% are females. It is followed by SpongeBob Squarepants with 20%, divided into ten for each gender. 15% of children follow Tom and Jerry, representing 10% are females and 5% are males. Five percent are recorded in each field of males, and females follow We Bare Bears. As for the remaining animated cartoons, the percentage represents five percent of females and zero percent for males. It was recorded in each of the following animated cartoons; Power Rangers, Remi, and Amouna. As for Teen Titans, no one followed it from among the females, while the males are five percent as a total percentage. Thus, Drangon Ball and SpongeBob are the most watched cartoons that are classified as violent cartoons according to Wannamaker, (2008, p. 110) and Murphy (2009, p. 56).

Question 04: How much time do you spend watching an action cartoons per day?

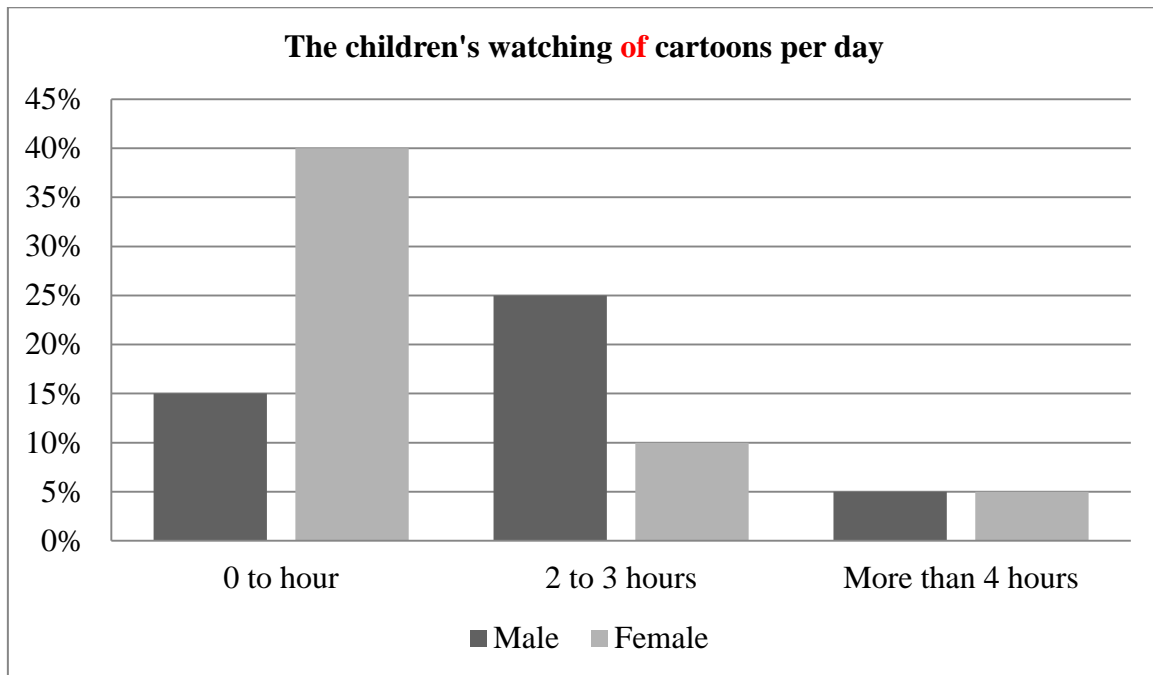


Figure 4.2. The children's watching cartoons per day

The above bar graphs show the number of hours a child spends watching cartoons per day. The highest percentage of females, 40 percent, see that they watch animated cartoons from zero to one hour a day. As for males, the highest is recorded at 25 percent, and it represents the number of children who have to spend in front of watching cartoons from two to three hours a day. Fifteen percent of the males respond to their watching from zero to an hour per day. Ten percent of females watch cartoons for two to three hours. In the last ranks, the percentages are equal for both males and females by five percent for watching cartoons for more than four hours.

Question 05: Do you like fight scenes in cartoons?

	Yes	Sometimes	No
Male	35%	5%	5%
Female	25%	15%	15%
Total	60%	20%	20%

Table 4.5. Admiring the combat scenes in cartoons

This table presents how much time children like the combat scenes in the animated cartoons. Sixty percent is recorded as the highest percentage in the fields of participants who answer yes, 35% of males and 25% of females. Then, it has corresponded proportions of males and females in the female respondents sometimes or no. Five percent represents those male fans who have sometimes liked or disliked the fight scenes in animated cartoons. Fifteen percent is recorded in both fields for females respondents sometimes, no for the total number to be 20%. Thus, the child is relatively attached to VACs.

Question 06: Do you feel bored when watching educational or cultural cartoons?

	Yes	Sometimes	No
Male	5%	20%	20%
Female	5%	20%	30%
Total	10%	40%	50%

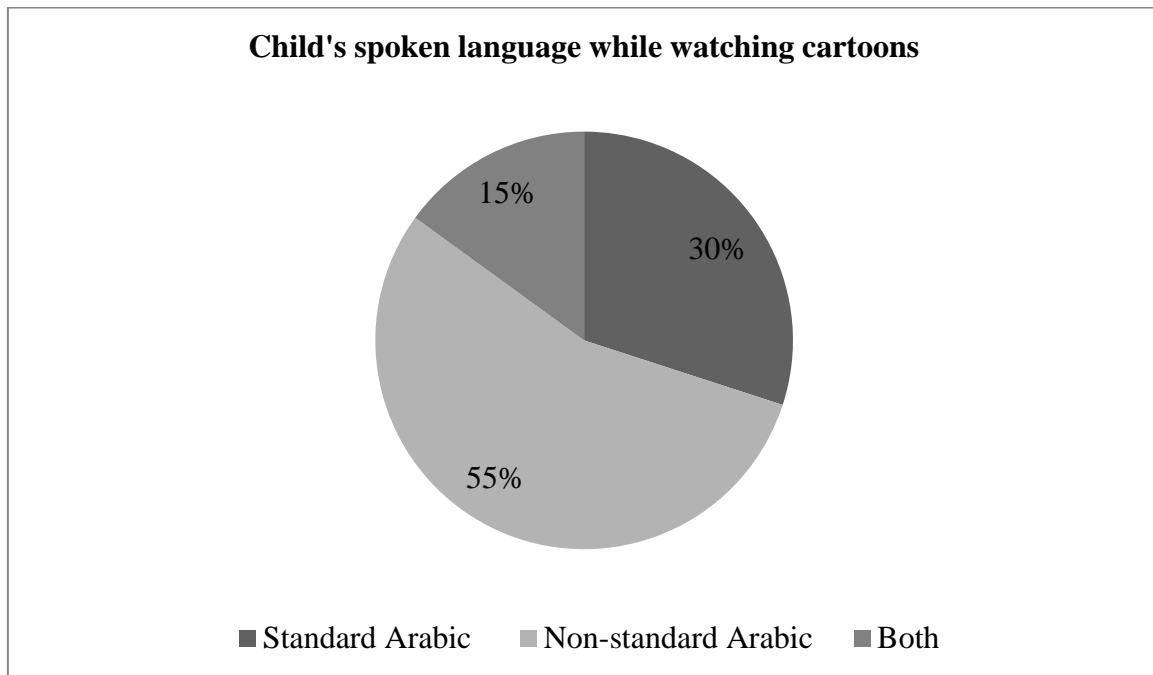
Table 4.6. Boredom watching educational and cultural cartoons

When an inquiry is asked about the psychology of children and the extent to which they feel bored while watching educational and cultural cartoons. The results are as follows: The highest percentage of those who object they are bored while watching such cartoons is recorded at 50%, divided into 20% of males and 30% of females. It is followed by 40% of those who sometimes follow educational and cultural animated cartoons. It is divided into two halves, 20% for males and females. Ten percent is indicated for children who want to watch

animated, educational, and cultural scenes without getting bored. This percentage is divided into two halves, and it is five percent for each of the sexes.

Section 02: Violent animated cartoons and child's language

Question 01: Do you like to speak while watching an action cartoon?



Pie chart 4.3. Child's spoken language while watching cartoons

The pie chart above shows that the children are 55%; the highest percentage of those who prefer to speak the NSA language while watching cartoons. Thirty percent talk SA. Fifteen percent record the lowest of participants who speak both languages. Thus, there is some effect of VACs language on NSA.

Question 02: Do you like to imitate spoken standard Arabic in an action cartoon?

	Yes	Sometimes	No
Male	20%	10%	15%
Female	30%	15%	10%
Total	50%	25%	25%

Table 4.7. Imitation of spoken Standard Arabic in cartoons

When asked whether the child prefers to imitate the standard Arabic language spoken in cartoons, fifty percent admit their preference for imitation of the official language spoken in animated cartoons. Twenty percents are males and thirty females. The results are equal in the two fields, where 25% are recorded for children in contrast to the imitation of the spoken Arabic cartoon language 15% are males and ten females. The percentage of respondents prefer to imitate the cartoon language from time to time but is reversed. This split for males is 10% and for females is 15%.

Question 03: Do you try to include the words and sentences you acquire from the action cartoon in your speech?

	Yes	Sometimes	No
Male	25%	15%	5%
Female	30%	10%	15%
Total	55%	25%	20%

Table 4.8. The child's inclusion of the language of the action cartoon in his speech

This table reveals the highest percentage of 55% of children using words and sentences in their daily conversation, of which 25% are males; 30% are females. Then, followed by 25% of those who sometimes use words and sentences in their daily speeches, and this percentage is divided into 15% of males and 10% of females. Twenty percent answered that their language does not include any extraneous words or sentences from the cartoon's language,

with 15% of females and five percent of males as the lowest percentage recorded in the above table. Consequently, there is an effect of VACs on verbal communication.

Question 04: Do you feel shy of using polite language for fear of appearing weak?

	Yes	Sometimes	No
Male	5%	20%	20%
Female	10%	20%	25%
Total	15%	40%	45%

Table 4.9. Reluctance to use polite language for fear of appearing weak

When searching for non-violent language, which is polite language, twenty percent of males and twenty-five percent of females do not feel ashamed when they use that polite language, so the total number is 45 percent, the highest percentage in the table. It is followed by forty percent who sometimes feel ashamed for using polite language in their daily speeches, divided into 20 percent for each male and female participant. A small number of participants who are ashamed of using polite language are divided into ten females; five males as the lowest percentage witnessed in the above table.

Question 05: Do you like to modify the tone of your voice like cartoon action heroes?

	Yes	Sometimes	No
Male	20%	10%	15%
Female	15%	0%	40%
Total	35%	10%	55%

Table 4.10. Modification of the tone of the child's voice as cartoon heroes

This table reveals that 55% percent of the children do not imitate the tone of the cartoon heroes, 40% of them are females, and 15% are males. Thirty-five percent prefer imitating cartoon heroes, 20% are males, and 15% are females. Ten percent sometimes imitate the tone

of the cartoon heroes, and it is recorded as a total number since the percentage is zero in the female field.

Question 06: Do you like talking loud and rough like cartoon action heroes?

	Yes	Sometimes	No
Male	5%	20%	20%
Female	0%	35%	20%
Total	5%	55%	40%

Table 4.11. Talking loud and rough like cartoon heroes

Fifty-five percent of children sometimes prefer to speak in a loud and raspy voice, 35% are females, and twenty percent are males. 40% do not talk in a loud and rough voice like the heroes of the cartoon, of whom 20% are females; and 20% are males. Five percent expresses children who prefer to speak in a loud and rough voice, like cartoon heroes. They are all males. As for females, the result is zero.

Section 03: The child's violent cartoon-affected language and its relationship to communication breakdown

Question 01: Do you feel uncomfortable when talking to others because of the use of violent cartoon language?

	Yes	Sometimes	No
Male	25%	15%	5%
Female	10%	40%	5%
Total	35%	55%	10%

Table 4.12. A child's feeling when talking to others using violent cartoon language

This table presents that ten percent of children do not feel uncomfortable when they speak to them in violent cartoons language, divided into five females and five males. Thirty-five percent feel uncomfortable speaking in the language of the cartoons. Twenty percent are

males, and 10% are females. To rise to the highest percentage of 55%, divided into 15% and forty percent who sometimes feel uncomfortable speaking from the animated cartoons.

Question 02: Do others listen to you while you speak in the language of violent cartoons?

	Yes	Sometimes	No
Male	5%	30%	10%
Female	30%	20%	5%
Total	35%	50%	15%

Table 4.13. Listening to the child speaking in the language of violent cartoons

Based on the above table, sometimes others listen to children talking in violent cartoon language, expressing it, with 50% being 30 males and 20 females. It also appeared that 35% admit that others listen to them when speaking violent cartoonish language. Most of them are females with 30% and five percent. It is followed by the lowest fifteen percent, divided into ten males and five females who feel others do not listen to them.

Question 03: Do others bully you while talking to them in the language of violent cartoons?

	Yes	Sometimes	No
Male	5%	20%	20%
Female	0%	20%	35%
Total	5%	40%	55%

Table 4.14. Bullying the child while speaking the language of violent cartoons

This table appears that no one bullies females, so their percentage is zero. While the males, five percent, are made fun of when they speak Arabic for cartoons, which represents the total percentage. Twenty percent of males and 20% of females, so the total number is 40%. Sometimes they feel bullied when they speak violent cartoonish language. Fifty-five percent declare that no one is made them fun, including 20% percent of males and 35% of females, representing the highest percentage.

Question 04: Do you feel that others do not understand your speech when using cartoon language?

	Yes	Sometimes	No
Male	0%	30%	15%
Female	10%	15%	30%
Total	10%	45%	45%

Table 4.15. Understanding the child's speech when using violent cartoon language

The above table presents that zero percent of males and ten percent of females accounted for the overall percentage; they do not understand when using cartoon language. Forty-five percent are sometimes not understood when they speak the language of cartoons. Thirty percent are males, and 15% are females. Equally, those who feel others understand them. Fifteen percent are males, and 30% are females.

Question 5: Do you feel that children are afraid of you when using action cartoon terms?

	Yes	Sometimes	No
Male	5%	10%	30%
Female	10%	10%	35%
Total	15%	20%	65%

Table 4.16. Fear others of animated action cartoons terms

This table shows that fifteen percent of children use violent cartoons to frighten others, five percent are males, and ten percent are females. The percentage rises to 20% of those who felt that their use of violent language sometimes frightened others, including ten percent of females and ten percent of males. The percentage rises to 30% males 35% of the participating females declare that their language of violent cartoons does not frighten the children around them. The total number of both sexes is 65%.

Question 06: Do you feel strong when you speak in the language of action cartoons?

	Yes	Sometimes	No
Male	10%	30%	5%
Female	20%	25%	10%
Total	30%	55%	15%

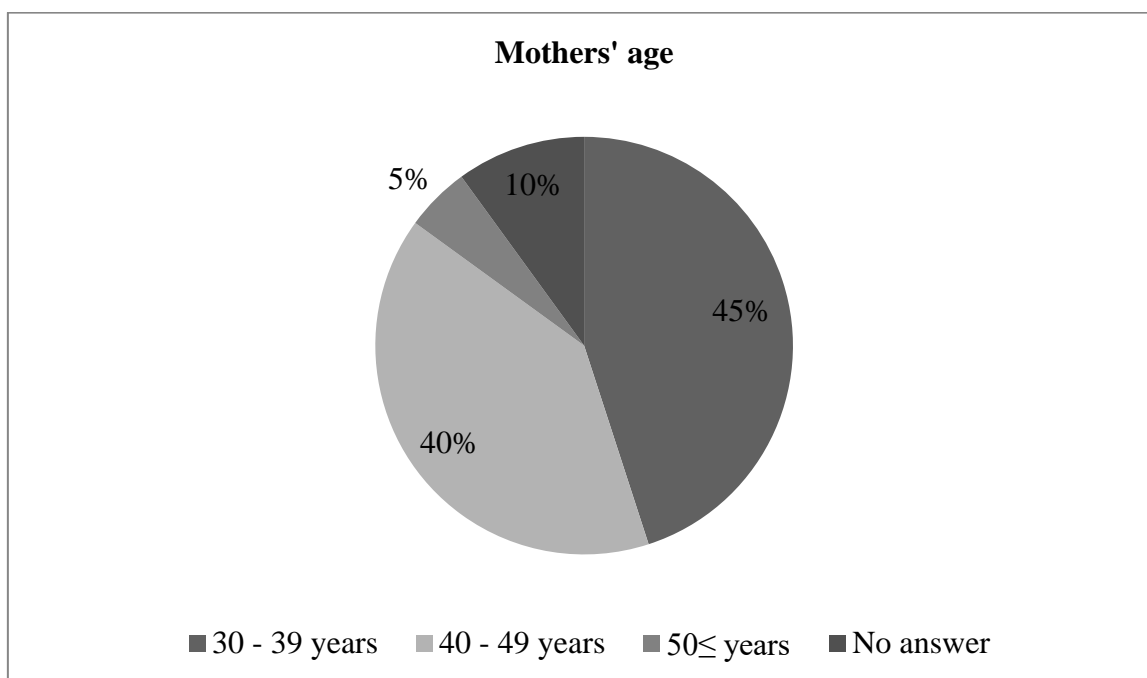
Table 4.17. Feeling strong when speaking in action cartoons language

This table indicates that 55% of children sometimes children feel strong when they use the language of animated cartoons, of whom 30% are males; 25% are females. 10% males and ten females, let the total number be 30% of those who feel strong when speaking in the language of action cartoons. Fifteen percent do not feel powerful, of whom five percent are male responses, and 10% are female responses.

1.2. Data Analysis of mothers questionnaire

❖ Background information: (personal information)

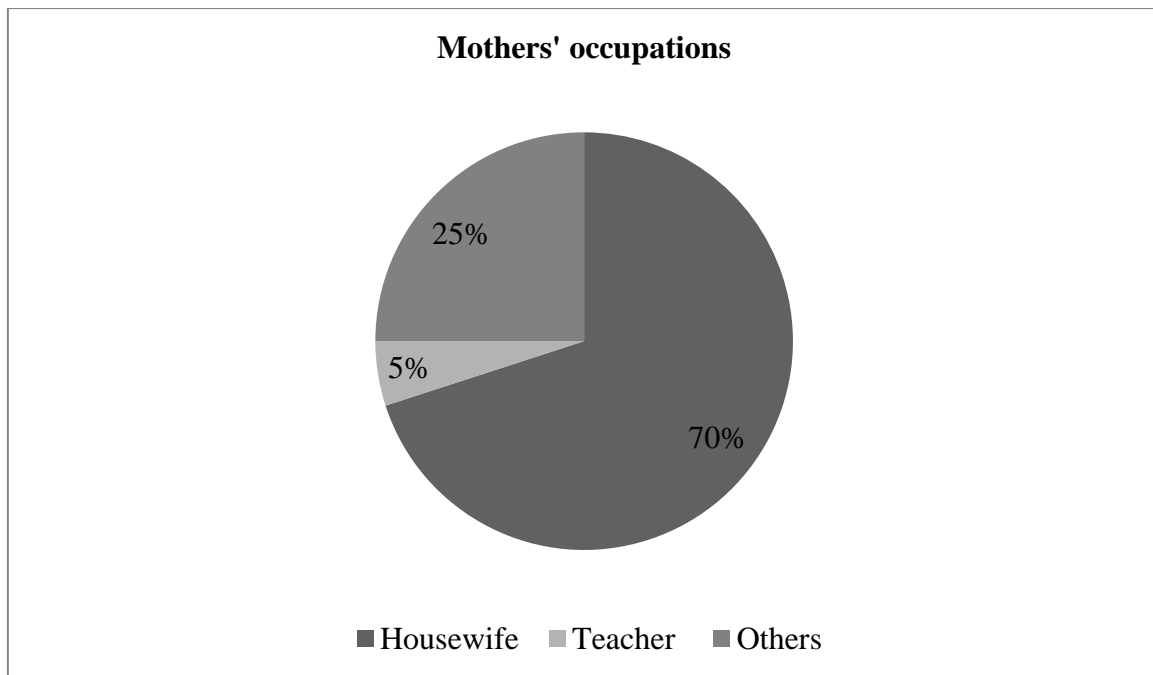
- Age:



Pie chart 4.4. Mothers' age

The above pie chart shows that the mothers' ages are inquired. The age groups are divided as follows: Forty-five of the mothers are in their thirties between 30 and 39. Forty percent are their ages in their forties, between 40 and 49. Five percent of the number of mothers whose ages are 50 or equal to 50 years. 10% do not answer this question.

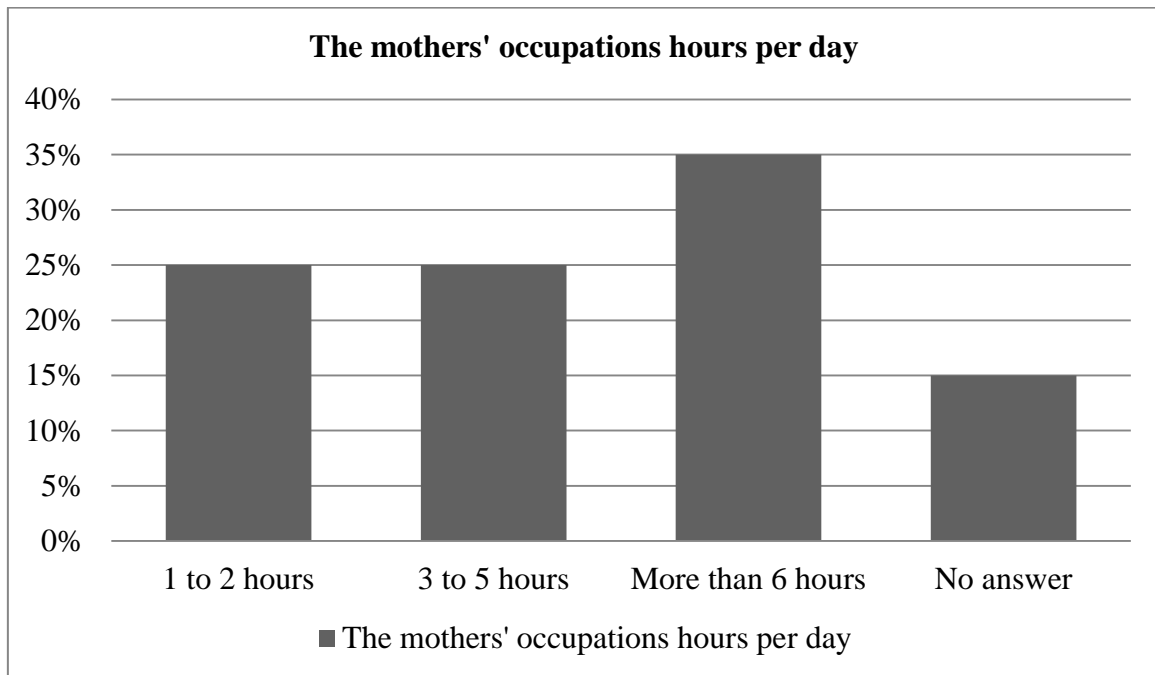
- Occupation:



Pie chart 4.5. Mothers' occupations

The pie chart above reveals the occupations of the mothers. Seventy percent of mothers are house-wives as the highest percentage, followed by five percent expressing teachers, while the remaining is 25%.

- How many hours do you spend at work per day?

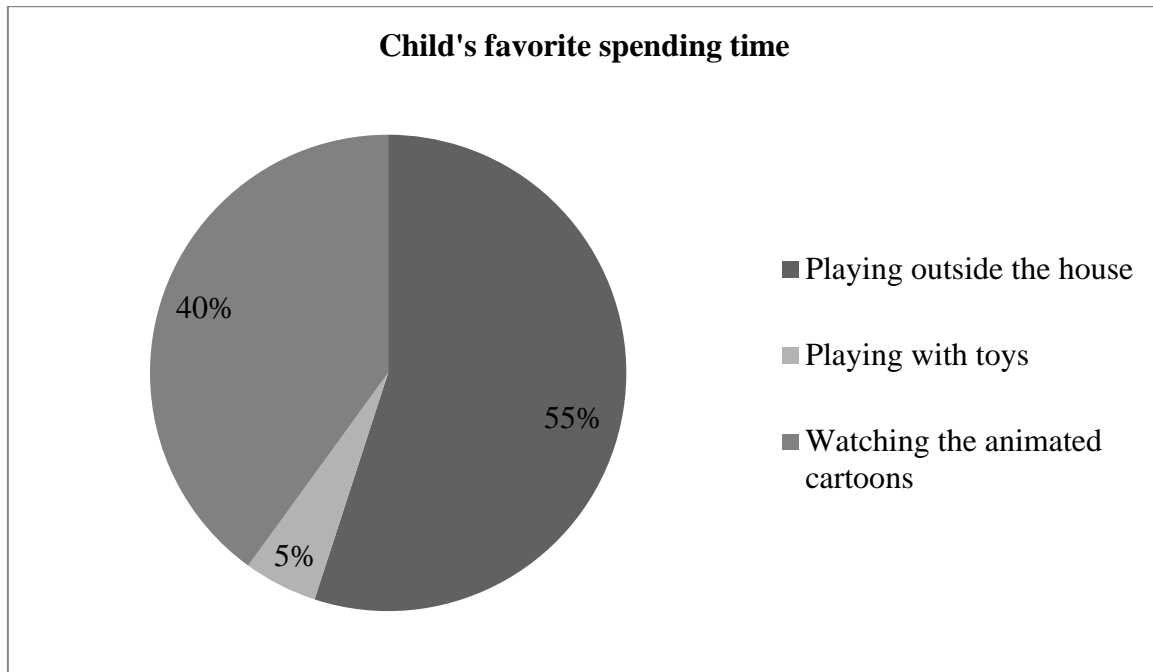


Bar graphs 4.6. The mothers' occupations hours per day

What can be observed from the above bar graphs is that 35% of mothers work most of their day for more than 6 hours, followed by an equal 25% for all those who declare that they have reached the working hours per day from one to two and from three to five hours. The lowest percentage of 15% does not answer this question.

Section 01: The child's attachment to violent animated cartoons

Question 01: How does your child prefer to spend his time?



Pie chart 4.7. Child's favorite spending time

When asking the first question in the first section about the child prefers to spend his time in the day. This pie chart shows that three actions are suggested that the child always does, including playing outside the house, with toys, or watching animated cartoons. Fifty-five percent are ranked as the highest percentage of participants from mothers who admit that their children prefer and love the player outside the home. Forty percent state that their children spend their time watching cartoons. The rest represented five percent of the responses of mothers who admit that their children prefer to play with toys.

Question 02: Do you choose animated cartoons for your child?

	Number	Percentage
Yes	3	15%
Sometimes	13	65%
No	4	20%

Table 4.18. Choosing a cartoon for a child

The above table indicates whether mothers choose animated cartoons for their children. 13 mothers who answered sometimes, are represented by 65% as the highest percentage. Then followed by four mothers who responded that they do not select any cartoon program for their children, meaning they have the freedom to choose, and their percentage is 20%. As for the last percentage, 15% represents three participants who select the appropriate animated cartoons for their children.

Question 03: Does your child get upset if he/she is asked for something while watching an action cartoon?

	Number	Percentage
Yes	13	65%
Sometimes	4	20%
No	3	15%

Table 4.19. Child's discomfort due to interruption while watching cartoons

This table presents that thirteen mothers notice that their children feel annoyed when they interrupt while watching cartoons representing 65% as the highest percentage. Fifteen percent represent three mothers who answer that their children are not disturbed; they are asked for something while watching cartoons. 20% of those who answered that children sometimes get irritable and feel annoyed when asking for something while watching cartoons, according to the answers of four mothers. Thus, this table represents attachment evidence of children to cartoons.

Question 04: Does your child feel joy while watching an action cartoon?

	Number	Percentage
Yes	15	75%
Sometimes	5	25%
No	0	0%

Table 4.20. Child's joy while watching cartoons

This table reveals that fifteen of the mothers notice the joy of their children when they watch animated cartoons, representing 75% as the highest percentage. Twenty-five percent represent five mothers' views sometimes on the faces of their children's happiness; joy while watching cartoons. The ratio is zero, meaning that no one denied children joy in watching animated cartoons.

Section 02: Violent animated cartoons and child's language

Question 01: Have you noticed that your child uses action cartoons language?

	Number	Percentage
Yes	4	20%
Sometimes	7	35%
No	9	45%

Table 4.21. Child's use of the language of animated cartoons

This table interprets whether mothers noticed any use of action cartoon language by the child. The highest percentage is 45% of those who denied their children's use of the animated cartoons language, represented by nine mothers. 35%, representing seven mothers, observed their child talking in animated cartoons. Twenty percent, at least, expresses the percentage of four respondents who confirm their observations that the children speak the language of the animated cartoons.

Question 02: If your child switches between sentences, what sentence from the action cartoon does your child always use while talking?

Question 03: If your child switches between words, what words from the action cartoon does your child always use while talking?

In questions 2 and 3, two questions are asked about whether children prefer to use sentences or words in their speech. The pie chart indicates that forty-five percent of mothers report that their children use violent sentences from cartoons. 35% of the mothers choose the words to be the answers, meaning that their children are characterized by using words from the cartoon while speaking. The remaining 20 percent do not answer these two choices.

Some examples of switching of child between sentences and words from the action cartoon while talking:

Words	Translateration	English
النجدة	alnajda	Help
ساعدوني	saeiduni	Help me
اشتري لي يأمي	ashturi li ya 'umiy	Buy me, mom
ماذا تطبخين يا أمي	madha tutbakhin ya 'umiy	What are you cooking mom?
قوة الخارقة	quat alkhariqa	Super power
سوف أقضي عليك الآن	sawf 'aqdi ealayk al'ana	I will kill you now
لنلعب معا	linaleab maeen	Let's play together
شكرا لك	shukran lak	Thank you
هل كنت اليوم بخير؟	hal kunt alyawm bikhayrin?	were you okay today?
كيف نمت البارح؟	kayf namt albariha?	How did you sleep yesterday?

لن نستسلم للالام	lan nastaslim lilalam	We will not give in to pain
لا أدري	la 'adri	I do not know
نعم	naeam	Yes
أنا اسفة	'ana asifa	I am sorry
سأقتلك يا أيها الغبي	sa'aqtuluk ya 'ayuha alghabi	I will kill you, you idiot!

Table 4.22. Switching between sentences and words from the action cartoon while talking

Consequently, This table shows the children's difference in their use of the classical Arabic language of VACs within phrases in a daily speech to appear the influence of the SA on their NSA language.

Question 04: Have you noticed the switch in your child's tone of voice while imitating an action cartoon character?

	Number	Percentage
Yes	7	35%
Sometimes	3	15%
No	8	40%
No answer	2	10%

Table 4.23. Switching the child's tone of voice while imitating an animated cartoon character

This table presents that eight mothers do not notice any change in the tone of the child's voice during the imitation of cartoon characters, representing 40% as the highest percentage. However, seven mothers confirmed that their children's tone changes when they imitate cartoon characters, representing 35%. Three mothers sometimes notice their child modify his tone of voice while imitating an animated cartoon character representing 15%. As for the other two representing 10%, they do not answer this question.

Section 03: The child's violent cartoon-affected language and its relationship to communication breakdown

Question 01: Do you feel that your child has difficulty communicating with others because of action cartoons?

	Number	Percentage
Yes	1	5%
Sometimes	5	25%
No	13	65%
No answer	1	5%

Table 4.24. Child's difficulty in communicating with others because of the action cartoons

The above table reveals that 65% of mothers say that their children do not find it difficult to communicate because of animated cartoons representing 13 mothers. Then followed by 5 mothers representing 25% who sometimes find difficulty to communicate with others due to animated cartoons. Only one mother (5%) felt that her child finds it difficult to communicate due to the animated cartoons. One mother does not answer this question; the percentage is five percent.

Question 02: Do you understand the sentences your child quotes from action cartoons?

	Number	Percentage
Yes	12	60%
Sometimes	5	25%
No	2	10%
No answer	1	5%

Table 4.25. Understanding the sentences quoted by the child from action cartoons

This table clarifies that twelve mothers understand what their children say when they quote sentences from animated cartoons 60%. Five mothers, representing 25%, sometimes do not understand their children while talking the cartoon language. The percentage drops to ten

percent presenting two mothers who answered by not understanding the spoken cartoon language. Only one mother does not answer this question.

Question 03: Do you think violent cartoons make your child more aggressive in verbal communication?

	Number	Percentage
Yes	6	30%
Sometimes	5	25%
No	9	45%

Table 4.26. Acquiring aggressiveness in verbal communication due to violent child cartoons

The above table shows that nine of the mothers, 45% of whom are the highest, do not believe that cartoons make their child aggressive in verbal communication. As for 30% of them, they think the opposite, and they are six of mothers. The lowest percentage is twenty-five percent representing five mothers who sometimes feel that the animated cartoon creates aggressive verbal communication.

Question 04: Do you think that action cartoons negatively affect the child's speech?

	Number	Percentage
Yes	3	15%
Sometimes	11	55%
No	5	25%
No answer	1	5%

Table 4.27. The negative impact of action cartoons on a child's speech

In the last question about whether cartoons negatively affect the child's speech, Fifty-five percent of the mothers believe that sometimes they are a negative influence represented by eleven mothers. As for the others, a small percentage of them, 25%, declare that there is no negative impact, represented by five mothers. Fifteen percent of mothers see the opposite,

representing three mothers, having the lowest percentage of respondents. The rest is one mother who does not express her opinion with any answer, five percent.

2. Discussion

This work discusses the research problem and examines the fundamental research hypothesis to reach the main objectives of the thesis. The sub-questions must be answered, the sub-hypotheses investigated, and the sub-objectives reached. Therefore, the discussion is divided into three sub-divisions:

2.1. The child's attachment to violent animated cartoons

Naturally, a child follows cartoon programs because they are made to target their in the first place. Based on the results' data analysis of the first section of the interview and questionnaire, one can formulate several conclusions about the child's relationship with violent animated cartoons. Therefore, the sub-question posed is: How attached is the child to violent animated cartoons?

The children relate to the violent cartoon again and again. They often spend their time watching cartoons. They have a viewing frequency of up to 95% (60% + 35%). However, unexpected percentages recorded (Table 4.2.) are somewhat relative in children's attachment to animated cartoons. In addition, mothers note that their children prefer to watch cartoons 40% (Figure 4.7.). Children's favorite channels show 30% and sometimes 60% more violent cartoons (Table 4.3.). 35% of children follow Dragonball, among the animated cartoons that contain their favorite violent action. Children watch violent cartoons for up to three hours per day, at a rate of 35% (25% +10%) to 55% (15% + 40%) (Figure 4.2.). Therefore, attention and supervision of children are essential, but sometimes mothers choose animated cartoons for their children for 65%. Sometimes they do not. The child becomes attached to animated cartoons without awareness and supervision (Table 4.18.). It results in psychological damage

to the child. It increases his anger and annoyance when they break their joy and pleasure when watching their favorite cartoon by 85% (65% + 20%) (Table 4.19.). Mothers observe on their faces are 75%, it can reach 100% (75% + 25%) of joy and happiness (Table 4.20.). What attracts children and makes them watch violent cartoons; have a willingness to accept violence is their love for it 80% (60% + 20%) (Table 4.5.). Reducing the child's attachment to animated cartoons deserves to change the quality of violent animated cartoons in the child into educational and cultural cartoons. 50% and can reach 90% can follow this type of cartoon (Table 4.6.).

Percentages of the study of extreme attachment are “medium’. The sub-hypothesis is accepted as the child does attach to violent animated cartoons "relatively'. These results are contrast to many previous studies (Habib and Soliman, 2015, p. 248-264; Lamraoui, Z. 2016, p. 63-73; Arshad, Zafar and Kausar, 2018, p. 68-75). That may be due to the spatial dimension, including a different culture in which the study is conducted.

2.2. Violent animated cartoons and child’s language

The cartoon language fairly affects the child's language acquisition. Based on the literature review of the first chapter examining psycholinguistics theories of language acquisition and data analysis of the second section of the interview and questionnaire, it can summarize several conclusions about the effect of the second language L2, the language of animated cartoons, on the first language of the child's language acquisition L1. The sub-question is raised: Does the violent language of animated cartoons severely affect the child's acquisition of non-standard Arabic language?

The study of language is a priority for many linguists. According to many previous studies, the sources of language acquisition in humans usually vary according to several factors. Therefore, scholars differ in their discussions and research about language acquisition

and go beyond their theories in psycholinguistics. This study suggests that the child at an early age can acquire language from communicative means, including television, more specifically his programs, animated cartoons. This study does not refer to the neurobiological aspect of the child in acquiring this cartoon language, but the child's employment of sentences and words in his speeches and his dependence on correct rules optimally in the appropriate place, and his adaptation to those languages. It confirms that there is an innate aspect that helps the child to acquire language. Despite this study of the behavior, speech acts have an essential role and personalizing the voice of cartoons, speaking loudly, and diagnosing the voice deserves to imitate cartoon characters to the letter, whether in the spoken language or the body language that appears on facial features and others. The study does not depend on the magnetic model of the mother tongue, which is based on perceptual maps of kinesthetic audio-visual information, or on the cognitive theory that supports the idea of the link of thinking with language. The gradual linguistic development relates to the outside world. Animated cartoons are related to the cognitive development of the child. His mind is busy using that language appropriately in its daily cultural and social contexts. This study does not rely on the cognitive theory that supports the idea of thinking about language. The social culture of the cartoon is linked to cognitive development when the mind of a child is busy using that appropriate language in his daily social contexts. These theories are far from being discussed in the study.

The effect of the language of cartoons L2 on the child's acquired language L1 is evident in the child's interaction while watching violent cartoons in the Arabic language or mixing between the two languages. Fifteen percent of these declarants' children switch their language, and 30% are affected by the spoken cartoon Arabic language (Figure 4.3.). In addition, 20% can reach 55% (20% +35%) of the mothers who notice a linguistic interaction about the child's use of the cartoon language in daily simulation. This indicates the child's

interaction with the external environment, which is the Algerian vernacular language (Table 4.21.). Half of the sample interacts only in imitation of classical Arabic spoken in animated cartoons, 50% can reach 75% (50% + 25%), and they can do so (Table 4.7.). Violent phrases and words used to show his strength and superiority over the other party, such as “I will kill you, you idiot”, “we will not give in to pain”, “yes” and others, according to what the mothers have stated. Through this linguistic interaction of the child, while watching the violent cartoons, the children acknowledge that they prefer to include 20% of words and 45% of sentences in their daily speeches from the cartoon spoken in Standard Arabic with other people who talk in the Algerian vernacular (Figure 4.8.). The child’s interaction in his language with the violent cartoon language is weak somewhat, but it has a relative effect.

The interaction between the violent animated cartoons and the child's acquired language creates a linguistic phenomenon; called code-switching. A child's early acquisition of a second language leads to early code-switching. The most common type among children is when the switch is intersentential, using sentences from spoken Standard Arabic in violent cartoons and Algerian language. Then followed by the intrasentential switching that occurs inside the sentence, meaning when words are pronounced within sentences in the classical and vernacular Arabic, and in the third-place comes the emblematic code-switching using the word of the linguist in the sentences. It becomes a violation of the structure of sentences and grammatical rules and becomes more complex. Cartoon language contains violent verbal altercations that children are accustomed. Fifteen percent and Sometimes reached 40% of children are ashamed of using polite language in addition to the sudden changes in the language of the child (Table 4.9.). However, children diagnose the voice of the cartoon heroes and speak in a loud and rough voice to sound exactly like them; five percent can reach 60% (Table 4.11.). Thus, it appears in the alterations and changes in the linguistic features acquired from the first language in the second language, cartoons.

To answer the sub-question posed, violent animated cartoon language does not highly affect the child's acquisition of non-standard Arabic language. Therefore, the second sub-hypothesis is accepted. The results of this study are contrary to many previous studies (Lamraoui, 2016, p. 63-73; Ghilzai et al., 2017, p. 104-126; Bekheda, 2019) because of the cultural and geographical dimensions in which the study is conducted.

2.3. The child's violent cartoon-affected language and its relationship to communication breakdown

Naturally, any language in the environment affects the communicative competence of the speaker. Based on the literature review of the second chapter and the data analysis of the third section from the interview and questionnaire, it can summarize several conclusions about the directly proportional relationship between a child's language acquired from violent animated cartoons and the failure of communicative competence. The sub-question posed is: Is there a directly proportional relationship between them?

Multiple means exist for gaining communication competence. Television is one of the means of influencing linguistic child development. It includes the growth of vocabulary, expressions, grammar, and understanding of the environment of what he says and what has been said. However, this growth could affect negatively. The programs that television contains for children and violent cartoon programs carry messages of violence in all its forms. Either directly or indirectly, any comedian has messages that violence is fun. These animated cartoons, spoken in the standard Arabic language that the child listens to and acquires, clash with the first language acquisition from his environment, which is not standard. Thus, this linguistic collision can generate a failure in the child's communicative competence.

The failure of communicative competence due to cartoonish language is relative. Thirty-five percent of children can sometimes reach 90% (55% + 35%) who feel uncomfortable

talking to others using violent cartoon language (Table 4.12.). Only one mother represents the severe negative impact on her child, expressed as five percent, because of the violent animated cartoons. The highest percentage of 65% can sometimes reach 90% (65%+25%) of mothers who do not fail to notice any difficulty occurring when their children communicate with the external environment (Table 4.23.). It indicates that the effect of violent animated cartoons on communicative efficiency is very few and almost non-existent.

Many factors of a communication breakdown are due to the violent animated cartoons of a child's language. Few people do not listen to a child while taking in the cartoon language 15% (Table 4.13.). Closely to 10% of mothers do not understand (Table 4.24.). Bullying the child during a conversation in a different language with others up to 40% can reach 45% (40%+5%) (Table 4.14.). Violent, rude speech leads to the breaking of social relations. Therefore, the language taken from the violent cartoons used by the child in his speech leads to frightening and intimidating the other party presenting 15% to 35% (15%+20%), thus breaking the existing discourse on both sides, the listener and the hearer, and the communicative process fails (Table 4.16.). The child uses that language in which he sees his superiority to feel the power, authority, and control in the conversation. It is called the language of dominance, a percentage ranging from 30% to 85% (30% + 55%) (Table 4.17.). Thus, violent animated cartoons make the child aggressive in verbal communication in a small percentage, 25% can reach 55% (25% + 30%) (Table 4.25.), as it is a factor in the failure of communicative competence, from 15% can sometimes be 70% (15% + 55%) of mothers' statements (Table 4.26.).

Animated cartoon language can fail communicative competence. Linguistic competence is an advantage of the child who uses cartoon language. It represents his knowledge of when, where, and how to use the cartoon language in his daily speech. His pronunciation of correct sentences according to the examples given by the mothers resulting from the interaction

indicates his ability to be grammatically proficient. In addition to the lack of sufficient sentences and words, It carries a clear, precise, direct, unified, consistent, and varied structure due to the children's dependence on words and statements from the Arabic language and the other vernacular. Knowing the spoken words and sentences of the child and understanding them from the other side in social contexts indicates the achievement of social and linguistic competence. The child's ability to adapt to violent cartoon language refers to his apparent strategic competence in gestures, asking for clarification, raising his voice, pretending to understand, and listening to evidence of driving when he does not understand. Therefore, the available competencies are few, according to the results of the scanty statistics.

In conclusion, there is a direct and proportional relationship between the children's cartoonish language acquired from violent animated cartoons and communication breakdown. The more the child becomes attached to animated cartoons and is affected by the cartoon language, the greater the failure of communicative competence with others in the environment in which he lives. Therefore, the sub-hypothesis is accepted. The results are similar to the previous study by Parvin and Islam (2020). It is due to the cultural proximity and chronology despite the geographical dimension in which the study is conducted.

Conclusion

In this chapter, the data analysis is presented in the shape of tables and graphs from pie charts and bar graphs. Then, discuss the results for each section and try to link the theoretical side of previous theories and studies with the current research. It is to reach the research objectives through the decision to accept the first, second, and third hypotheses and answer the sub-questions posed from the rationale.

General conclusion

In the end, the current research is concerned the influence of classical Arabic language for violent animated cartoons on verbal communication. It has relied on an organized structure of research drawn from personal interest in children. Emphasis was placed on the gap produced by the interaction between the Arabic language for VACs and the child's verbal communication.

Questions, hypotheses, and thesis structure were formed to fill the gap between the two variables and achieve the research objectives. This academic work focused on the language framework from the perspective of socio-psycholinguistics. In the first chapter, the concepts research were shown from the studied perspective. The main theories about the child's acquisition of language were mentioned impartially. The reciprocal effects of the child possessing two languages lead to the linguistic phenomenon of codeswitching. In the second chapter, research was mentioned the impact of the language of specialized television programs for children, including VACs, on the child's verbal communication. On the practical side, the research design and methodology, including the research nature and adopted quantitative approach, and the participants, who numbered 40 children and their mothers, were explained. Then, the methods and how to collect data in each of the two approved samples, including the exploratory and the original sample, followed scientific bases, including content validity, stability, and objectivity. This research can shed light on all aspects relating to the research topic. It provides data and modern applications associated with it through reliable sources. Depending on the theoretical side and the data extracted from the practical side, these significant results are reached at the end of the study for developing scientific research and benefiting from this research topic, and they are:

According to the findings, it is clear that the child does moderately relate to violent cartoons because he prefers not excessively to spend his time watching to imitate and interact with cartoon language without being overly disturbed. The animated cartoon language acquired by the child confirms that it affects the child's first language acquisition relatively, according to the weak results from the data analysis. The relationship between the language of violent cartoons on the child and the breakdown of communication is directly proportional. The higher the influence and attachment of the child to the cartoon language, the higher the communicative competence breakdown.

Animated cartoons negatively affect the child's acquired language through his attachment to this type of influential animation in the mother tongue that reflects his personality and culture. They make him abandon his personality and impersonate a violent cartoon character, which causes a relative breakdown of communicative efficiency according to attachment and emergency linguistic influence.

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Appendices

Appendix I

الجمهورية الجزائرية الديمقراطية الشعبية
 People's Democratic Republic of Algeria

وزارة التعليم العالي والبحث العلمي
 جامعة عبد الحميد بن باديس
 مستغانم

Ministry of Higher Education
 And Scientific Research
 University Abdelhamid Ibn Badis
 Mostaganem
 Faculty of Foreign Languages

مستغانم في: 05/01/2022
 الرقم 03 / جم 2022


Department of English Language
 Date: 05/01/2022
 Ref: 03 / U.M / R / 2022

AUTORISATION

Je soussignée Mme. Farida OUALLI, cheffe du département de langue anglaise, autorise l'étudiant KOUIDER Abdelwahab, inscrit en deuxième année master, spécialité « Linguistique » au titre de l'année universitaire 2021/2022 à effectuer une recherche qui nécessite une visite à une des écoles primaires de la wilaya de Relizane et cela dans le cadre de son projet de fin d'études.

Cette attestation est délivrée à la demande de l'intéressé pour lui servir et valoir ce que de droit.

La cheffe du département



 والحي لمريدة
 رئيسة قسم اللغة الإنجليزية

University Abdelhamid Ibn Badis - Mostaganem -
 PO.Box 188 Mostaganem 27000 Algérie T41 : + 213 (0) Fax : + 213 (0)
 WebSite : <http://www.univ-mosta.dz> Email :

الأطع عليه من طري زيزي مرسله الماسره
والتمسك في يوم ١٤ حاجه ٢٠٢٤

د. الطاهر احماد
عن مدير التربية و بقره احماد
رئيس مصلحة الكوثرين و التثقيف
ش. م. م. م. م. م.



Handwritten text at the bottom of the envelope, possibly a recipient address or contact information.

Appendix II

Refereeing the Quality of the Interview and Questionnaire

Dear Doctors,

Depending on your scientific competence and practical experience, we enclose herewith a copy of the preliminary form for the study of the tagged master thesis: The Influence of Violent Animated Cartoons on the Child's Acquisition of Non-Standard Arabic Language and its Relationship to the Failure of Communicative Competence. We kindly ask you to read and express your opinion and comments, which will be of high value and a matter of pride and appreciation for both the supervisor and researcher.

I. Interview

Section 01: The child's attachment to the violent animated cartoon

N°	Statement	The clarity of statement		Suggestions and edits
		Yes	No	
01	Do you prefer watching action cartoons?			
02	Does your favorite cartoon channel show action programs?			
03	What is the name of your favorite cartoon?			

04	How long do you take to watch an action cartoon per day?			
05	Do you prefer fight scenes in cartoons?			
06	Do you feel bored when watching educational or cultural cartoons?			

Section 02: Violent cartoon and child's language

N°	Statement	The clarity of statement		Suggestions and edits
		Yes	No	
01	Do you like to speak?			
02	Do you like to imitate the spoken Language in the action cartoon?			
03	Are you trying to include the words and sentences you acquire from the action cartoon in your speech?			
04	Are you shy about using polite terms for fear of appearing weak?			
05	Do you like to switch the tone of your voice like cartoon action heroes?			

06	Do you like talking loud and rough like cartoon action heroes?			
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Section 3: The child's language derived from violent cartoons and its relationship to the failure of communicative competence

N°	Statement	The clarity of statement		Suggestion and edits
		Yes	No	
01	Do you feel strange when talking to others because of the use of action cartoon language?			
02	Do others listen to you while you speak in the language of action cartoons?			
03	Do others bully you while talking to them in the language of action cartoons?			
04	Do you feel that others do not understand your speech when using cartoon language?			
05	Do you feel that children are afraid of you when speaking in cartoon action terms?			

06	Do you think that you are strong when you speak in the language of action cartoons?			
-----------	---	--	--	--

II. Questionnaire

N°	Statement	The clarity of statement		Suggestions and edits
		Yes	No	
Section 01: The child's attachment to the violent animated cartoon				
01	How does your child prefer to spend his time?			
02	Do you choose animated cartoon for your child?			
03	Does your child get upset if he is asked for something while watching an action cartoon?			
04	Does your child feel joy while watching an action cartoon?			
Section 02: Violent cartoon and child language				
01	Have you noticed the switching between your child's language and the language of action cartoon?			

02	If your child switches between sentences, what sentence from the cartoon does your child always use while talking?			
03	If your child switches between words, what words from the cartoon does your child always use while talking?			
04	Have you noticed the switch in your child's tone of voice while imitating an action cartoon character?			
Section 03: The child's language derived from violent cartoons and its relationship to the failure of communicative competence				
01	Do you feel that your child has difficulty communicating with others because of the action cartoon?			
02	Do you understand the sentences your child quotes from the action cartoon?			
03	Is the child expressing his requests verbally action?			

04	Do you think that action cartoons negatively affect the child's communicative competence?			
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Appendix III

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Abdelhamid Ibn Badis University -Mostaganem

Faculty of Foreign Languages

Department of English



Signature Card of the Referees for Quality of the Interview and Questionnaire

Submitted by:

Supervised by:

Abdelwahab Kouider

Prof. Fatima Benneghrouzi

Referees information:

N°	Full Name	Scientific Title	Specialty	Signature
01	Beghdad: Nou Elhoula	M.C.A	Sociolinguistic	
02	Bensouda Rachid	M.C.B	Linguistics	
03	Boubekrou Nassima	M.C.B	Linguistics	
04	Sakaddou Cherifa	M.C.B	Sociolinguistic	
05	Bouklama Abdelhak	N.A.B	Applied Linguistics	

Appendix IV

Interview

Interview title: Interviewing the Influence of Violent Animated Cartoons on the Child's Acquisition of Non-Standard Arabic Language and its Relationship to the Failure of Communicative Competence.

Institution: Children of the Fifth year of Primary School Al-Mujahid Subih Mohammad - Relizane.

The main objective: is to investigate the impact of violent animated cartoons on children's acquisition of the non-standard Algerian language in their daily conversation.

Background information: (personal information)

- Age:
- Sex: Male female

Section 01: The child's attachment to violent animated cartoons

Q1. Do you prefer watching action cartoons?

- Yes Sometimes No

Q2. Does your favorite cartoon channel show action programs?

- Yes Sometimes No

Q3. What is the name of your favorite cartoon?

-

Q4. How much time do you spend watching an action cartoons per day?

- 0 to 1 hour 2 to 3 hours More than 4 hours

Q5. Do you like fight scenes in cartoons?

- Yes Sometimes No

Q6. Do you feel bored when watching educational or cultural cartoons?

- Yes Sometimes No

Section 02: Violent animated cartoons and child's language

Q1. Do you like to speak while watching an action cartoon?

- Standard Arabic Non-standard Arabic Both

Q2. Do you like to imitate spoken standard Arabic in an action cartoon?

- Yes Sometimes No

Q3. Do you try to include the words and sentences you acquire from the action cartoon in your speech?

- Yes Sometimes No

Q4. Do you feel shy of using polite language used in non-violent cartoons?

- Yes Sometimes No

Q5. Do you like to modify the tone of your voice like cartoon action heroes?

- Yes Sometimes No

Q6. Do you like talking loud and rough like cartoon action heroes?

Yes

Sometimes

No

Section 03: The child's violent cartoon-affected language and its relationship to communication breakdown

Q1. Do you feel uncomfortable when talking to others because of the use of violent cartoon language?

Yes

Sometimes

No

Q2. Do others listen to you while you speak in the language of violent cartoons?

Yes

Sometimes

No

Q3. Do others bully you while talking to them in the language of violent cartoons?

Yes

Sometimes

No

Q4. Do you feel that others do not understand your speech when using action cartoon language?

Yes

Sometimes

No

Q5. Do you feel that children are afraid of you when using action cartoon terms?

Yes

Sometimes

No

Q6. Do you feel strong when you speak in the language of action cartoons?

Yes

Sometimes

No

Thank you very much for your assistance

Questionnaire

Dear Mother,

We are conducting a questionnaire at Abdelhamid Ibn Badis University -Mostaganem that investigates 'The Influence of Violent Animated Cartoon on a Child's Acquisition of Non-Standard Arabic Language to the Failure of Communicative Competence - A Case Study with Mothers of Children of the Fifth Year of Primary School Al-Mujahid Subih Mohammad - Relizane'. The main research objective is to investigate to the impact of animated cartoons on first language acquisition in their daily conversation. Thus, we will appreciate if you could answer the following questions.

Background information: (personal information)

- Age:
- Occupation:
- How many hours do you spend at work per day?

1 to 2 hours

3 to 5 hours

More than 6 hours

Please complete and select the one appropriate option below carefully that fit to your opinion.

Section 01: The child's attachment to violent animated cartoons

Q1. How does your child prefer to spend his time?

Playing outside the house

Playing with toys

Watching the animated cartoon

Q2. Do you choose animated cartoons for your child?

Section 03: The child's violent cartoon-affected language and its relationship to communication breakdown

Q1. Do you feel that your child has difficulty talking to others because of violent cartoons?

Yes Sometimes No

Q2. Do you understand the sentences your child quotes from violent cartoons?

Yes Sometimes No

Q3. Do you think violent cartoons make your child more aggressive in verbal communication?

Yes Sometimes No

Q4. Do you think that action cartoons negatively affect the child's speech?

Yes Sometimes No

Thank you very much for your assistance

Appendix VI

People's Democratic Republic of Algeria
 Ministry of Higher Education and Scientific Research
 Abdelhamid Ibn Badis University - Mostaganem
 Faculty of Foreign Languages
 Department of English



Signature card of the refereed translator for the translation of the interview and questionnaire

Submitted by:

Abdelwahab Kouider

Supervised by:

Prof. Fatima Zouhra Benneghrouzi

Referees information:

N°	Full Name	Scientific Title	Specialty	Signature
01	Dr Hemdani Yemine	Maître de Conférences B	Translation	

الأستاذة حمداني يمينة
 مخرجة ترجمة رسمية محقة
 معتمدة لدى محكمة غليزان
 عربي - إنجليزي - إسباني

Appendix VII

المقابلة

عنوان المقابلة: مقابلة تأثير الرسوم المتحركة العنيفة على إكتساب الطفل للغة العربية غير القياسية وعلاقتها بفشل الكفاءة التواصلية".

المؤسسة: أطفال الصف الخامس الإبتدائي المجاهد سبيح محمد-غليزان.

الهدف الرئيسي: التحقيق في تأثير الرسوم المتحركة العنيفة على إكتساب الأطفال للغة الجزائرية غير القياسية في محادثتهم اليومية.

معلومات أساسية: (معلومات شخصية)

• السن:

• الجنس: ذكر أنثى

المحور 01: تعلق الطفل بالرسوم المتحركة العنيفة .

س 1. هل تفضل مشاهدة الرسوم المتحركة؟

نعم أحيانا لا

س 2. هل تعرض قنواتك الكرتونية المفضلة برامج أكشن؟

نعم أحيانا لا

س 3. ما هو إسم الكرتون المفضل لديك؟

..... -

س 4. كم من الوقت تقضيه في مشاهدة الرسوم المتحركة في اليوم؟

من 0 إلى 1 ساعة من 2 إلى 3 ساعات أكث من 4 ساعات

س 5. هل تحب مشاهدة القتال في الرسوم المتحركة؟

نعم أحيان لا

س 6. هل تشعر بالملل عند مشاهدة الرسوم الكرتونية التعليمية أو الثقافية؟

نعم أحيان لا

المحور 02: الرسوم الكرتونية العنيفة ولغة الطفل

س 1. هل تحب التحدث أثناء مشاهدة الرسوم المتحركة الأكشن؟

بالعربية الفصحى بالعربية غير الفصحى كلاهما

س 2. هل تحب تقليد اللغة العربية الفصحى المنطوقة في رسوم متحركة الأكشن؟

نعم أحيان لا

س 3. هل تحاول تضمين الكلمات والجمل التي تحصل عليها من الرسوم المتحركة في خطابك؟

نعم أحيانا لا

س 4. هل تخجل من استخدام لغة مهذبة خوفاً من الظهور بمظهر ضعيف؟

نعم أحيانا لا

س 5. هل ترغب في تعديل نبرة صوتك مثل أبطال الرسوم المتحركة؟

نعم أحيانا لا

س 6: هل تحب التحدث بصوت عالٍ وخشن مثل أبطال الرسوم المتحركة؟

نعم أحيانا لا

المحور 03: تأثير الرسوم المتحركة العنيفة على لغة الطفل وعلاقتها بإنهيار الإتصال

س 1. هل تشعر بعدم الإرتياح عند التحدث مع الآخرين بسبب إستخدام لغة الكرتون العنيفة؟

نعم أحيانا لا

س 2. هل يستمع إليك الآخرون وأنت تتحدث بلغة الرسوم المتحركة العنيفة؟

نعم أحيانا لا

س 3. هل يتنمر عليك الآخرون أثناء التحدث معهم بلغة الرسوم المتحركة العنيفة؟

نعم أحيانا لا

س 4. هل تشعر أن الآخرين لا يفهمون كلامك عند إستخدام لغة الكرتون الأكشن؟

نعم أحيانا لا

س 5. هل تشعر أن الأطفال يخافون منك عند إستخدام مصطلحات الرسوم المتحركة الأكشن؟

نعم أحيانا لا

س 6. هل تشعر بالقوة عندما تتحدث بلغة الكرتون الأكشن؟

نعم أحيانا لا

شكرا جزيلاً لمساعدتك

Appendix VIII

إستبيان

عزيرتي الأم،

إننا نجرى إستبياناً في جامعة عبد الحميد بن باديس - مستغانم يبحث في تأثير الرسوم المتحركة العنيفة على إكتساب الطفل للغة غير القياسية و علاقتها بفشل الكفاءة التواصلية - دراسة حالة مع أمهات أطفال السنة الخامسة من المدرسة الابتدائية المجاهد سبيح محمد - غليزان. الهدف الرئيسي من البحث المقترح هو التحقيق في تأثير الرسوم المتحركة العنيفة على إكتساب الأطفال للغة الجزائرية غير القياسية في محادثاتهم اليومية. بالتالي ، سنكون ممتنون إذا أمكنك الإجابة عن الأسئلة التالية.

• معلومات أساسية: (معلومات شخصية)

• سن:

• الوظيفة:

• كم عدد الساعات التي تقضيها في العمل يومياً؟

من ساعة إلى ساعتين من 3 إلى 5 ساعات أكثر من 6 ساعات

• يرجى إكمال وتحديد الخيار المناسب الواحد أدناه بعناية بما يتناسب رأيك

المحور 01: تعلق الطفل بالرسوم المتحركة العنيفة

س 1. كيف يفضل طفلك قضاء وقته؟

اللعب خارج المنزل اللعب بالدمى مشاهدة الرسوم المتحركة

س 2. هل تختار الرسوم المتحركة لطفلك؟

نعم أحيانا لا

س 3. هل ينزعج طفلك إذا طُلب منه شيئاً أثناء مشاهدة الرسوم المتحركة الأكشن؟

نعم أحيانا لا

س 4. هل يشعر طفلك بالبهجة أثناء مشاهدة الرسوم المتحركة الأكشن؟

نعم أحيانا لا

المحور 02: الرسوم الكرتونية العنيفة ولغة الأطفال

س 1. هل لاحظت أن طفلك يستخدم لغة الكرتون الأكشن؟

نعم أحيانا لا

أجب على أحد الأسئلة التالية (س 2 - س 3)

س 2. إذا قام طفلك بالتبديل بين الجمل، فما الجملة من الرسوم المتحركة الأكشن التي يستخدمها طفلك دائماً أثناء التحدث؟

.....

س 3. إذا قام طفلك بالتبديل بين الكلمات، فما الكلمات من الرسوم المتحركة الأكشن التي يستخدمها طفلك دائماً أثناء

التحدث؟

.....

س 4. هل لاحظت التحول في نبرة صوت طفلك أثناء تقليد شخصية كرتونية متحركة الأكشن؟

نعم أحيانا لا

المحور 03: تأثير الرسوم المتحركة العنيفة على لغة الطفل وعلاقتها بإنهيار الإتصال

س 1. هل تشعر أن طفلك يجد صعوبة في التواصل مع الآخرين بسبب الرسوم المتحركة العنيفة؟

نعم أحيانا لا

س 2. هل تفهم الجمل التي يقتبسها طفلك من أفلام الحركة الكرتونية العنيفة؟

نعم أحيانا لا

س 3. هل تعتقد ان الرسوم المتحركة العنيفة تجعل طفلك أكثر عدوانية في التواصل اللفظي؟

نعم أحيانا لا

س 4. هل تعتقد أن الرسوم الكرتونية للحركة تؤثر سلباً على كلام الطفل؟

نعم أحيانا لا

شكرا جزيلاً لمساعدتك