

**THE EFFECT OF CARTOONS ON THE CHOICE OF LANGUAGE USE
ON CHILDREN**

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BENIN CITY

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF LINGUISTICS STUDIES,
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APPROVAL PAGE

I certify that this research was carried out by **EHANA OSARETIN** with
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PLAGIARISM CERTIFICATION

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Date

DEDICATION

This project is dedicated to God Almighty for keeping me strong, physically, mentally and giving me the strength

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First and foremost, my deepest acknowledgement goes to God Almighty for His overwhelming love upon my life throughout my stay in this great educational institute and through the completion of this research work.

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ABSTRACT

This research effort offers a thorough identification, categorization, and discussion of the effects of cartoons on young children's language development and learning. This study analyzes how parents can be held accountable for their children's daily intake of cartoons by outlining the various benefits as well as risks that these programs have for their development. The goal is to emphasize both the good and negative effects of animated programs on kids. In order to accomplish the study's objectives, the researcher used the observational learning model to analyze the questionnaire that was completed by 25 parents and children living in the Ovia North East local government area of the Nigerian state of Edo. The study found that parents are okay with their kids watching or streaming a variety of animated shows, and some parents are okay with their kids preferring the English language to the local dialect. The researcher suggests conducting more research on how parents might affect and manage their children's language development.

CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND OF STUDY

It is claimed that the recent increase in the production and timely consumption of animated television shows is a result of emerging and developing technologies. Parents may now buy or download cartoons for their children thanks to the availability of animated visual content on televisions and social media platforms. These people believe that cartoons have a significant positive impact on children in addition to providing them with entertainment.

Cartoons, also known as invigorated pictorial content, are collections of moving drawings that tell tales and convey information. These motion drawings are frequently identified as comedic artwork. Through the use of lively and entertaining animated characters, catchy music, and high-quality sound effects, cartoons have been able to hold children's attention and imagination in addition to providing textual information. Children all throughout the world appear to watch or consume a sizable amount of these cartoons, which feature the English language and cultures. With our attention on the young children of Edo State, many of these kids are starting to imitate the creative, cultural, and perspectives that are being thrown at them through regular consumption of these animated shows and games. This study explores the good and negative effects of cartoons on children's

language usage choices, taking into account the level of influence these cartoons have on young children.

Researchers have consistently demonstrated that young infants (between 0 and 5 years old) learn and develop language in an unconscious manner. Recently, parents have used cartoons to help their children become more fluent in English and other foreign languages. Since most of these youngsters are exposed to the practical use of English, they become participants in the target language world. A language that a child is exposed to in the early years and stages of his or her life becomes that child's L1.

Every cartoon now being made has its own means of communication, which can significantly affect how children who are involved in watching these animated television series communicate. Therefore, a study that examines how cartoons affect children's linguistic preferences should be given careful consideration. This is because the majority of languages used by cartoon creators are not their native tongues but rather other languages.

Children are excellent imitators, and as cartoons typically use simplified languages for ease of learning and assimilation, these kids prefer to adopt this language as their first language (first language). As talented as these kids are at mimicking cartoon characters and real people, they lack critical thinking skills. Therefore, it is claimed in this study that cartoons have an impact on kids in

Nigeria's Edo state. These consequences can be both positive and bad and include, among other things, the introduction of non-African values and belief systems, sexuality, and body image.

1.1 STATEMENT OF PROBLEM

Kulkarni and Panit (2012) asserted that "Cartoons have drawbacks in that children who watch them for three to four hours a day are more likely to act violently. Additionally, overestimating cognitive abilities, disparity from narcotics, and an increase in negative behavior could develop over the course of their lifetime ". Everyone would agree that a young child's thinking is similar to a blank piece of paper. This is due to the fact that the child does not yet fully understand what this life and his or her own life are about, but as they grow, they start to imitate any external body that may have an impact on them.

Cartoons have therefore become one of these external impacting factors because parents in this generation have ingrained them into their children's daily consumption, and they have a significant positive impact on the child's language learning and acquisition process.

"In many Western countries, television programs, movies, and music are a considerable part of what the youth monitors on media," according to Drotner (2001), as cited in Kuppens (2010).

Despite our exposure to the west, there aren't many or any cartoons produced in any of our native languages in Nigeria, not even in Edo. A youngster is therefore not simply exposed to a western environment that is completely alien to our cultural background and beliefs. The children subsequently adopted the life that was modeled for them and accepted it as their way of life. The language being used has nothing to do with their reality, and there has actually been a rapid change in the value and respect accorded to our indigenous languages, rendering these children unaware of their immediate surroundings and culture. This research aims to clarify the impact of these cartoon programs on children's language acquisition and development. The researcher is left wondering about these effects due to the parents' ignorance.

1.3 AIM AND OBJECTIVES

The main aim of this study is to bring limelight some criteria that may cause extinction of the Edo language by examining and analyzing the effect of cartoons on the choice of language use on children that live in Ugbowo axis of Ovia North-East local government of Benin city, Edo State, Nigeria. That is, this research aims to raise awareness on the implications of raising children in Nigeria, especially Edo State on an animated cartoon content that is designed mainly from Euro-American and not local languages, values, attitudes and sensibilities.

The specific objectives of this study are as follows:

- 1.:To identify the languages used in the cartoons programs available to children in Ugbowo axis of Ovia North-East local government of Benin city, Edo State, Nigeria.
2. To assess the positive influences of these cartoon on the language acquisition and learning by children in theUgbowo axis of Ovia North-East local government of Benin city, Edo State, Nigeria.
- 3.:To state the negative influences of these cartoon on the language acquisition and learning by children in the Ugbowo axis of Ovia North-East local government of Benin city, Edo State, Nigeria.
4. To examine the children's interaction/ relationship with his or her mother tongue/ language of the immediate environment.

1.4 RESEARCH QUESTIONS

- 1.:What are the languages used in the cartoons programs available to children in Ugbowo axis of Ovia North-East local government of Benin city, Edo State, Nigeria?
- 2.:What are the positive influences of these cartoons on the language acquisition and learning by children in theUgbowo axis of Ovia North-East local government of Benin city, Edo State, Nigeria?

3. What are the negative influences of these cartoons on the language acquisition and learning by children in the Ugbowo axis of Ovia North-East local government of Benin city, Edo State, Nigeria?

4. How do children's interaction/ relationship with his or her mother tongue/ language of the immediate environment?

1.5 SCOPE OF STUDY

The hypothesis which serves as focus of this study is that children in Ugbowo axis of Ovia North-East local government of Benin city, Edo State, Nigeria tend to acquire English language other than their native language due to their early consumption of Cartoons which are produced in English language. The daily consumption of these animated contents inappropriately and negatively affects children's lifestyle and the capacity to get a good command of their local languages. The research is limited to children from middle class backgrounds in Ugbowo axis of Ovia North-East local government of Benin city, Edo State, Nigeria. This choice was influenced by the assumption that most children from these households have access to television and satellite broadcast, which increases their accessibility to foreign animated cartoon material. The study was carried out among children in three churches and homes in Benin City, Edo State.

1.6 SIGNIFICANCE OF STUDY

This research has practical relevance to the Edo people and Nigeria at large. It will help parents, educationist, teachers, policy advisors and television program managers to understand that there are values, attitudes and beliefs embedded in animated cartoons and to be able to assess the perceptions they create in children and that there is a need to increase the acquisition of native languages in Edo language by Children.

By coherently listing the positive and negative effect of cartoon on children living in this community, the individuals listed above will be able to harness this research work, agree and also encourage the production of animated characters for children to enhance their speedy and easy acquisition of the language of immediate environs.

1.7 LIMITATION OF STUDY

This study was restricted in its conclusions in the following ways: Firstly, the time limit to ensuring effective interview section which will enable us cover more than three churches and homes equating the respondents to 50. 25 children and parents living around Ugbowo axis of Ovia North East Local Government. Therefore reducing the sample size to only 50 respondents. **1.8 METHODOLOGY**

This aspect of the research work will be focusing on how the data used for the cause of this research work and analysis were collected and also how these data collected were analyzed.

1.8.1 RESEARCH DESIGN

This study will be using the descriptive survey methodology to assess the socio-demographic profile of the respondents. This socio-demographic ratios/profile includes sex, age, gender, occupation language usage, location/locale, and mother tongue in identifying, analyzing and determining the positive and negative effect of cartoons on the choice of language use on children. The descriptive type of survey methodology is said to be most suitable for this research work, as it allows the gathering, identifying, analyzing of data by representing them in tabular form in determining the positive and negative effect of cartoons on the choice of language use on children. An adequate and accurate interpretation as well as examination of the data will be treated in a statistical representation.

1.8.2 METHOD OF DATA COLLECTION

The data that are gathered and will be analyzed for this course of study were collected through distributing questionnaire to parents with children from the range of 3-15years who are native speakers of Edo language and are living in Ugbowo axis of Ovia North East Local government, Edo State, Nigeria.

The interviews were conducted to study the impact of cartoon programs on language acquisition and development of children. Therefore, the total sample size of the study was 50 (25 parents and 25 children).

1.8.3 INSTRUMENT OF DATA COLLECTION

The instrument used for this course of research work is questionnaire. The questions presented in tabular form will be grouped and analyzed statistically

1.8.4 METHOD OF DATA ANALYSIS

The data collected is properly organized and tabulated. The responses is statistically analysed by the use of simple percentage.

1.9.1 THEORETICAL FRAMEWORK

This section of the research work will be bringing into limelight the theoretical framework that will be used for this course of study. This research will be explaining how the tenets of Bandura (1961) Learning theory is best in the analyzing the effect of cartoons on children's language acquisition and development. This theory have its subdivision as social learning theory and observational theory.

1.9.2 SOCIAL LEARNING THEORY

According to Bandura's (1961) introduction of the social learning theory to the study of language learning, "When students work together, knowledge is constructed most effectively. Students help one another and support creative approaches to creating, constructing, and reflecting on new material ".

Bandura places a strong emphasis on the value of watching and basing this theory on the behaviors, attitudes, and feelings of others. Bandura explains "If people had to only learn from the results of their own activities, it would be extremely difficult to learn, not to mention dangerous.

Modeling, in which we take cues from others and then model our own behavior after them, is a crucial component of the social learning theory. When kids are exposed to cartoons without sufficient supervision, the consequences of modeling might be very obvious. This could cause the child to exhibit completely unruly behavior, including unruly speech patterns, garb, table manners, and moral stances ".

The view expressed by Berger (1995) is that "The social learning hypothesis goes much beyond merely observing behavior and basing our own on it. One must be driven to pay attention to modeled behavior, retain knowledge of it in memory (for example, by practicing it), and then recall it when an opportunity presents itself to employ it. Because they are more discerning observers of their environment and are better able to infer general rules of behavior from specific examples they have seen, children are more susceptible to modeling changes as they mature and get older ". The study of human development, he continued,

"has greatly benefited from this theory in that it has led researchers to see that many behaviors that may seem to be inborn or a result of deeply ingrained emotional problems may actually be as a result of the immediate environment. Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences."

1.9.3 OBSERVATIONAL LEARNING

In 1961, Bandura asserted that "Children watch how those around them interact and behave. Models are people who have been observed. Children are surrounded by a variety of powerful role models in society, including their parents, other family members, cartoon characters on children's television, friends in their peer group, and teachers at school. These models offer illustrations of conduct that can be seen and imitated, such as pro- and anti-social, masculine and feminine, etc ".

Considering Bandura's theory of observational learning, "Some of these persons (models) catch the attention of kids, and this influences how they behave. They might emulate (i.e., copy) the behavior they have seen in the future. Children often pay attention to and mimic persons they see as being similar to themselves. As a result, it is more likely to emulate the conduct of cartoon characters.

Additionally, the environment's inhabitants will either reward or punish the youngster for the imitation behavior. If a youngster imitates a model's conduct and the results are pleasing, the child is probably going to keep acting in the same way.

It is gratifying for the child and increases the likelihood that she will repeat the behavior if a parent compliments a little girl for comforting her teddy bear. Her actions have been encouraged (i.e., strengthened). Children observe some of these individuals and copy their conduct after them. They might replicate (i.e., copy) the behavior they saw later on ".

1.9.4 Observational learning and modeling process:

Not all the behaviours observed by children in cartoons are effectively learned or mimicked by the children. In order for observation to take place, certain requirements and steps must also be adhered to to accelerate observational learning. According to Bandura, these steps involved in the observational learning and modeling process include:

1.9.4.1 Attention:

A learner must pay attention in order to learn. Observational learning will suffer from any attention-distracting activities. You are much more likely to focus entirely on learning if the model is engaging or the situation includes a fresh element. The person must focus on the action and its effects, as well as create a mental image of the action. A behavior must catch our attention in order for us to emulate it. Every day, we see a variety of behaviors, most of which are unremarkable. Therefore, paying close attention is crucial to determining whether a behavior has an impact on how others imitate it.

1.9.4.2 Retention:

The capacity to retain knowledge is a crucial component of learning. The ability to recall information later and take action on it is essential to observational learning, but retention can be impacted by a variety of factors. how vividly the action is recalled. Although the conduct may be observed, it is not usually recalled, which clearly prevents imitation. In order for the observer to repeat the behavior later, it is crucial that a memory of it is formed.

This process is particularly important in situations where social learning is not always immediate. There must be a memory to refer to, even if the behavior is imitated right away.

1.9.4.3 Reproduction:

It's time to put what you learned about the model into practice after you've seen the model carefully and retained the knowledge. A learnt behavior that is practiced more results in improvement and skill development. This is the capacity to carry out the actions that the model just showed. On a daily basis, we witness a lot of conduct that we wish we could replicate but find it difficult to do so. Even if we wanted to replicate the behavior, we couldn't because of our physical limitations.

1.9.4.4 Motivation:

Finally, in order for observational learning to be successful, you have to be motivated to imitate the behavior that has been modeled. Reinforcement and punishment play an important role in motivation. While experiencing these motivators can be highly effective, so can observing others experiencing some type of reinforcement or punishment".

1.9.5 RELEVANCE OF THE THEORY TO THE STUDY

Since cartoons in form of films, kids' program or advertisements/TV commercials are the most common examples of Social Learning Theory. Banduri is

of the opinion that "When children observe (watch) them, and they tend to copy them. This illustrates that Language learning is a common example of Social Learning Theory. Children tries to imitate or mimic cartoon character while watching the cartoon.

Social learning theory posits that knowledge acquisition is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of linguistic ability and behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement

Thus, Children learn simply by observing other people. Through watching Cartoons Teachers and parents must ensure that the children model appropriate linguistic abilities and behaviors and take care that they don't model inappropriate ones".

CHAPTER TWO

REVIEW RELEVANT LITERATURE

2.0 INTRODUCTION

This chapter presents a general overview of the definition of the terms which will be often used during the course of this research. Some of which includes cartoons, language, language acquisition and development. Also, this chapter will intensely review the relevant literature on studies related to Cartoons, language development and acquisitions which will help serve as a foundational study for the progression of this survey. All these studies are deemed beneficial and significant in investigating the effect of Cartoons on children's language development and acquisition., with a central focus on children around 3-15 years age bracket living in Ugbowo, Benin city, Edo State. Thus, the chapter is subdivided into three broad sections. The first section focuses on a brief exposition into the definition of basic concepts. The second section reviews

related previous studies, and the third section, elucidates the concerns of present studies.

2.1 CONCEPTUAL REVIEW

This section of this research will be defining terminologies that will be employed for the success of this research. These terminologies are discussed below

2.1.1 CARTOONS

Marckwardt (1968) defines cartoon as “A drawing or caricature as in a newspaper or periodical, especially one intended to affect public opinion as to some matter or person or a comic strip”. Cartoon according to Marckwadt (1968) is likened to a comic relief sketchings or drawings that are used to capture public opinion or express relative societal pending issues in ways that cause relief.

Also, Fetzer (1994) defines cartoon as “An outline drawing or series of drawing that tells a story or expresses message and are sometime classified as humorous drawings”. Fetzer opines " that cartoons are outline drawings which are made to inform, educate or entertain the public. The expression of cartoons pass across messages which are related to amusing fashion, political and current affairs".

Based of on these definitions, one can affirm to the fact that "Cartoons are considered as effective medium of passing information across. This is because the choice of language employed is usually simple for the learners or the children to understand, this aids the speedy assimilation process for children as they understand every vocabulary employed over time and are able to dive into the imaginary environs of the cartoon characters".

2.1.2 LANGUAGE

Osisanwo (2013:1) defined language as “the human vocal noise or the arbitrary graphic representation of this used systematically and conventionally of the purpose of communication”.

According to Osisanwo, language is better explained as a purely human phenomenon which uses the systematical and conventional tool for communication among group of people. According to Osisanwo, language is an arranged code or arranged in a pattern in which it is better understood among the community or group of people who use it. as explicit as this definition could be the representation of the term ‘language’ as noise by Osisanwo was greatly criticized by scholars, this is due to the fact that the lexical item ‘noise’ does not better define a uniform too used in communication amongst group of people.

Goldstein (2008) defined language as “a system of communication using sounds or symbols that enable us to express our feelings, thoughts, ideas and expressions” in line with Goldstein’s definition of language, one can say that language is view as a tool of communication that involves the use of oral sounds or speech sounds (or symbols) in order to express individual’s feelings, emotions expression, and thoughts to one another society or amidst one another.

Also, Uwajeh (2010:9) defines language as “language may be said to be any semantic symbolic representational inter communication system structure” language in accordance with Uwajeh’s explanation is viewed as an object which is made of both semantic and symbolic substances. The semantic aspect of language is known as the meaning component of language while symbolic aspect of language which cannot be separated from the meaning component of language.

In a speech form or pattern, an individual whom is a communicator and another individual or individual is or are communicate (s) in another speech form the communicator which is A can switch role and therefore function as the communicatee which the communicate (s) representing B can then function as the communicator. By this language is definitely viewed and represented as an inter communicational tool. Uwajeh viewing language as a system structure deals

with the unit or form that makes up language. This includes the signs or lexical elements. This definition therefore reveals that there is a form counterpart for meaning of an expression and vice-versa without excluding the importance of form and meaning component of language which is relevant for adequate and comprehensible communication.

Okolo and Ezikeofiaaku (1999:1) explain that “language permits our lives from birth to death. It is the medium by which we establish and experience our most important human relations. It serves as essential tool for conducting the most mundane transactions of our daily lives truly, language spreads every one’s life from birth to death, it influences individual to develop interest in how people of another geographical zone interact in their own means of communication” language according to Okolo and Ezikeofiaaku, is a mode in which people established, express their thoughts, ideas and also experiences their most important and crucial to human relations. According to Okolo and Ezikeojiaku, language is considered as very important factor that creates and enables oneness and socialization among every individual in a particular geographical zone. The researcher will be streamlining these categories to verbs and adverbs

2.1.3 LANGUAGE ACQUISITION

Some researchers; Long, (1991) and Kuhl (2004), increasingly show that " the formation of speech is most active, quick, and effortless in early (preschool) childhood. Globally, language is being learnt by native language unconsciously, in a natural way. Children learn to speak, regardless of if adults teach them specifically or not. The preschool age (from 0 to 6 years) is the sensitive period for the development of speech. Therefore, if a child lives in a bilingual family and hears these languages constantly spoken to him or her simultaneously such child will naturally understand and have command of these languages".

According to Bialystok (2001), "learning a foreign language in a period when a child has not fully mastered his native language passes through the same mechanism as mastering native language, and the level of mastering a second language will not be inferior to the level of the first. On the contrary, bilingualism develops cognitive skills, supports cross-cultural awareness, etc."

Also according to Krashen (1982), "at early age, a child is said to have a particular type of sensitivity towards several activities. Therefore, it is one of the most suitable periods for foreign languages acquisition. During this period, the child's mastery of the language occurs most quickly and fully, with ease".

Also, Krashen (1982), "a child recognizes new lexemes unconsciously at an early age and at this early age, he or she accepts a foreign language as his/her own – a child hears and then speaks. This productive language acquisition is when it happens unconsciously, through interesting materials that cause positive emotion".

Additionally, Krashen (1982), " the ability to master a language decreases if we experience negative emotions, such as fear, boredom, or embarrassment. At this point, negative “emotional filters” are included". According to Larsen – freeman (1991) "it’s expected that at the age of 2 years old, the child easily learns oral speech; this is a sensitive period of speech hearing and articulation. At 4-6 years, the child is expected to learn how read and write while 8-9 years is considered to be the second period of the great development of the language abilities of the child".

2.1.4 LANGUAGE DEVELOPMENT

Language development according to Wiesen (2018) “is the process through which a person develops and learns a language throughout infancy and childhood”. By this, Wiesen means that Language development which typically refers to how a

child or an individual acquires his or her first or primary language. Language development is often an area of interest for research or case study for linguists, though it is difficult to prove any one theory conclusively due to the nature of this process. Since someone does not have language to describe the process of language development as it occurs, there is little firsthand evidence to how the process happens. Most theories and understanding of the process come from observation and research with regard to different developmental stages of infants and children.

Also, Blossom & Morgan (2006) " children learn about language from a very early age. In fact, it appears that this is occurring even before we are born. Newborns show preference for their mother's voice and appear to be able to discriminate between the language spoken by their mother and other languages. Babies are also attuned to the languages being used around them and show preferences for videos of faces that are moving in synchrony with the audio of spoken language versus videos that do not synchronize with the audio".

2.2 PREVIOUS STUDIES

Sharma and Surf (2020), in their article titled "Effect of Cartoon Programs on Language and Behaviour of Children". These scholars view cartoons as an

imaginary life that can affect the lives of younger children in several ways. In their work, these scholars believe that children are attracted to cartoons because it's said to have funny storylines and characters. Also, they watch cartoons for learning new things and culture and for imitation and because of its fancy nature. They claimed that cartoons have both negative and positive effects on Children's behavior as it helps in mental and language development of the children. In order to examine the effect of cartoons on the behaviour and language acquisition of children, they used the interview method with the help of a comprehensive questionnaire. These questionnaires were filled by 100 respondents consisting of 50 parents and 50 children around Krishna Vihar area of Pathankot (Punjab).

The researchers find out that children are largely affected by cartoons as it cause them to isolate themselves from other individuals as they prefer to watch cartoons rather than going out. These researchers say that this obsession on cartoon increases the creativity and imagination as well as learning the new culture and beliefs.

These researchers therefore concludes that "parents should always check and balance the daily consumption of these animated programs in ensuring that the

obsession of these children toward cartoons does not have large negative impact on the choice of language choices and social relationship".

Kidenda (2006) in her thesis titled "An Investigation of the Impact of Animated Cartoons on Children in Nairobi". Kidenda aims at investigating the impacts of animated cartoons on children in Nairobi. In achieving this aim, the researcher carried a research in Nairobi to find out whether or not cartoons have impacts on children on aged children of about seven – eleven year range.

The researcher claims that "entertainment is the primary reason children watch cartoons as she claims that parents do not monitor their children's viewing habits, this makes them to have little or no knowledge of the contents of these programs which are regularly consumed by these children. The researcher points that since parents assume that all cartoons are innocent and there is little or no need for parental guidance. Parents failed to understand that their wards have little knowledge on what is bad or good therefore have no knowledge of what they ought to watch and ought not to watch".

In order for the researcher to get the influence of cartooned characters on children in Nairobi, the researcher decides to distribution of questionnaires with parental guide's questions. The researcher therefore concludes that "parent

should censor all what their children are viewing as they are vulnerable to moral threatening contents. These contents are not perceived as bad contents by the children this is because children are great imitators but not enumerators. And she also advice the governments to ensure proper screening of animated contents which will be viewed by children before it's being displayed on the big screen".

2.3 CONCERN OF PRESENT STUDIES

This research sets out survey and delve into the effect of Cartoons on Children's language acquisition and development in Ugbowo axis, Ovia north east local government, Benin City, Edo State, Nigeria.

This project is an attempt to the implications of raising children in Nigeria, especially Edo State on an animated cartoon content that is designed mainly from Euro-American and not local languages, values, attitudes and sensibilities. Since, children in Edo State tend to acquire English language other than their native language(s) due to their overindulgence in Cartoons presented in English language.

CHAPTER THREE

DATA PRESENTATION

3.0 INTRODUCTION

This chapter of this research work will be presenting the working data for this research work. This research work will be making use of a questionnaire that will be distributed personally by the researcher to 50 (fifty) respondents that were randomly selected from the different areas in the Ovia North East Local Government. These respondents who are around 1-15years of age may be guided by their parents/guardians in projecting an accurate answer to this questionnaire.

The respondents will be ensured of anonymity and confidentiality. These respondents will be urged to answer the questions honestly to the best of their knowledge and Instructions would be given to the respondent on how to fill the questionnaire and the questionnaire would be collected the same day to avoid incidents of loss.

3.1 DATA PRESENTATION

DEPARTMENT OF LINGUISTICS STUDIES,

FACULTY OF ART,

UNIVERSITY OF BENIN, BENIN CITY.

**THE EFFECT OF CARTOONS ON THE CHOICE OF LANGUAGE USE
ON CHILDREN.**

Dear Respondents, My name is EHANA OSARETIN, I am a student of

The University of Benin, Benin City, Edo State, Nigeria. This questionnaire is designed for academic purposes, as part of my B. A research thesis. It is structured to find out **The Effect of Cartoons on the Choice of Language use on Children.**

Please kindly respond sincerely to the questions by ticking [✓] where applicable.

Thank you...

Gender: Male () Female ()

Class: Preschool () Kindergarten () Nursery () Primary ()

Others: _____

Age: 1-4 () 5-8 () 9-12 () 13 and above ()

Section B

S/N	ITEMS	YES	NO
1	Do you spend a lot of time watching Cartoon?	11 (44%)	14 (56%)
2	Do you believe the type of cartoons you watch can affect you?	14 (56%)	11 (44%)
3	Will you agree that these cartoons affect you in the right way (positively)?	10 (40%)	15 (60%)
4	Do you agree that cartoon affects you in the wrong way (negatively)?	20 (80%)	5 (20%)

5	Do you imitate the characters of the cartoons you watch?	17 (68%)	8 (32%)
6	Will you pick your favourite character in your best cartoons over anyone?	10 (40%)	15 (60%)
7	Do you prefer the language used in the cartoons you watch to your parents' language (mother tongue)?	15 (60%)	10 (40%)
8	When watching your cartoon, do you like being supervised or guided by your parents?	18 (72%)	7 (28%)
9	Do you agree that cartoons gives information (as they are too many things outside your environment)?	22 (88%)	3 (12%)
10	Do you believe that the type of cartoon a child is exposed to will determine the L1 of that child?	10 (40%)	15 (60%)

11	Can you speak your mother tongue; e?	14 (56%)	11 (44%)
12	Are you allowed to use any language of your choice at home? and also anywhere?	16 (64%)	9 (36%)
13	Do you believe if your favorite cartoons are being translated to your mother tongue, it will invite you to use your mother tongue?	5 (20%)	20 (80%)
14	Will you agree that children tend to be particular about the language used in the cartoons they watch therefore becoming unconscious of the language used in or their immediate society?	12 (48%)	13 (52%)
15	Will you say cartoons have a greater influence on your language use and development of than his or their	18 (72%)	7 (28%)

	immediate environment?		
16	Will you watch cartoons produced in your mother tongue?	7 (28%)	18 (72%)
17	Do your parents encourage you to use your mother tongue?	22 (88%)	3 (32%)
18	Do you speak with your parents with only the language used in the cartoons you watched?	5 (20%)	20 (80%)
19	Will you agree that cartoons have a great influence on the language acquisition of wards?	10 (40%)	15 (60%)
20	Do your parents measure your performance and intellectual based on your competence in the language used in your animated cartoon?	12 (48%)	13 (52%)

Section C

For parents

S/N	ITEMS	YES	NO
1	Does your child spend a lot of time watching Cartoon?	14 (56%)	11 (44%)
2	Do you believe your child or wards can be influenced by the type of cartoons he or she watch?	17 (68%)	8 (32%)
3	Will you agree that these cartoons can affect your child positively?	15 (60%)	10 (40%)
4	Do you agree that cartoon affects your child negatively?	10 (40%)	15 (60%)
5	Does your child imitate the characters of the cartoons he or she watch?	22 (88%)	3 (12%)
6	Do you censor the type of cartoon consumed by your child?	18 (72%)	9 (36%)

7	Do you prefer the your child using the language used in the cartoons he or she watch to your own language (mother tongue)?	14 (56%)	11 (44%)
8	Does your child hates being supervised or guided by your parents before and during cartoon?	7 (28%)	18 (72%)
9	Do you agree that cartoons gives information (as they are too many things outside your environment)?	10 (40%)	15 (60%)
10	Do you believe that the type of cartoon your child is exposed to will determine the L1 of your child?	7 (18%)	18 (72%)
11	Can you child speak your own language?	11 (44%)	14 (56%)
12	Do you tolerate any language use or choice at home? Or anywhere?	10	15

		(40%)	(60%)
13	if cartoons are translated or produced in your language, will you allow your ward watch it?	14 (44%)	11 (56%)
14	Will you agree that children tend to be particular about the language used in the cartoons they watch therefore becoming unconscious of the language used in or their immediate society?	9 (36%)	16 (64%)
15	Will you say cartoons have a greater influence on the language acquisition of your wards than his or their immediate environment?	3 (12%)	22 (88%)
16	Do you understand and speak your language to your wards?	20 (80%)	5 (20%)
17	Do you encourage your wards to use your language?	13	12

		(52%)	(48%)
18	Do you speak with your children with only the language used in the cartoons you watched or with your mother tongue.	15 (60%)	10 (40%)
19	Will you agree that cartoons have a great influence on the language acquisition of wards?	18 (72%)	7 (28%)
20	Do you measure the performance and intelligence of your ward based on his or her competence in the language used in some animated cartoon?	15 (60%)	10 (40%)

CHAPTER FOUR

DATA ANALYSIS

4.0 INTRODUCTION

The purpose of this chapter is to report, illustrate and discuss the result of the research. It involves the presentation and analysis of the data generated in the course of the research. This analysis was made using frequency count and simple percentage. The presentation and analysis were also made in line with the research questions raised in chapter one. The results of this finding are also discussed.

The following are questions that were asked for the course of this research work.

4.1 TABLE SHOWING THE RESPONSES OF CHILDREN ON THE EFFECT OF CARTOON

S/N	ITEMS	YES	NO
1	Do you spend a lot of time watching Cartoon?	11 (44%)	14 (56%)
2	Do you believe the type of cartoons you watch can affect you?	14 (56%)	11 (44%)
3	Will you agree that these cartoons affect you in the right way (positively)?	10 (40%)	15 (60%)
4	Do you agree that cartoon affects you in the wrong way (negatively)?	20 (80%)	5 (20%)
5	Do you imitate the characters of the cartoons you watch?	17	8

		(68%)	(32%)
6	Will you pick your favourite character in your best cartoons over anyone?	10 (40%)	15 (60%)
7	Do you prefer the language used in the cartoons you watch to your parents' language (mother tongue)?	15 (60%)	10 (40%)
8	When watching your cartoon, do you like being supervised or guided by your parents?	18 (72%)	7 (28%)
9	Do you agree that cartoons gives information (as they are too many things outside your environment)?	22 (88%)	3 (12%)
10	Do you believe that the type of cartoon a child is exposed to will determine the L1 of that child?	10 (40%)	15 (60%)
11	Can you speak your mother tongue;	14	11

	e?	(56%)	(44%)
12	Are you allowed to use any language of your choice at home? and also anywhere?	16 (64%)	9 (36%)
13	Do you believe if your favorite cartoons are being translated to your mother tongue, it will invite you to use your mother tongue?	5 (20%)	20 (80%)
14	Will you agree that children tend to be particular about the language used in the cartoons they watch therefore becoming unconscious of the language used in or their immediate society?	12 (48%)	13 (52%)
15	Will you say cartoons have a greater influence on your language use and development of than his or their immediate environment?	18 (72%)	7 (28%)

16	Will you watch cartoons produced in your mother tongue?	7 (28%)	18 (72%)
17	Do your parents encourage you to use your mother tongue?	22 (88%)	3 (32%)
18	Do you speak with your parents with only the language used in the cartoons you watched?	5 (20%)	20 (80%)
19	Will you agree that cartoons have a great influence on the language acquisition of wards?	10 (40%)	15 (60%)
20	Do your parents measure your performance and intellectual based on your competence in the language used in your animated cartoon?	12 (48%)	13 (52%)

TABLE 1 proffer answers to the one of the aims of the study; it shows responses of respondents on their ideas, behavioural pattern and benefits of cartoon to them

either in their mother's tongue or not. Also, on the language acquisition and learning by children in the Ugbowo local government of Edo state

Percentages in parentheses

Table1 above shows responses for what are perceived as positive influences of these cartoons on the language acquisition and learning by children in the Ugbowo local government of Edo state. As observed in the table above, About 14 respondents representing 56% of the total number of respondents interviewed responded with a YES agreeing that they spend lot of time to watch cartoon and 11 respondents representing 44% of the respondents responded with NO respectively.

It is overt that children believe that cartoon is a means of 'entertainment' thereby devices a means of spending lot of time watching it. As a matter of fact, most parents believe that aside the entertaining measures which most cartoons level up to and with due to their colourful motion pictures and comic characters and storylines, parents believe that cartoons are very informative as they tend to give information about culture, pronunciation and beliefs in a mild yet informative way.

Also, 14 of the respondents representing 56% responded with YES and 11 respondents representing 44% of the respondents responded with a NO to if children believe that the type of cartoon they watches affect them. Here, children responded almost positively (that is, they agree) to the fact that the language which

a child is exposed to as a result of such child watching cartoon may be acquired as the child's first language or mother tongue.

Also 10 respondents representing 40% of the interviewed responded with a YES to them agreeing to the fact that cartoon affects them positively while 15 respondents representing 60% of the children interviewed responded with NO. Since most cartoons that are daily consumed by these children at this particular region of the country are produced with United Kingdom English language, leaving the children to learning right commands of English language, its pronunciation and usage. Parents in the Ugbowo local government in Edo state seems less concerned about the choice of languages being used by these animated characters as a matter of fact, parents believe this is the best way as proving their children intelligence as we live in a society where English is perceived as language of the elite and when an individual have a great command of it that proves that the individual is intelligent.

Seeking opinion of the respondents, about 20 respondents representing 80% agreed that cartoon affects the children negatively. Therefore, become unconscious or less interested in the language used in their immediate society. And about 5 of the respondents representing 20% responded with NO.

Also, 17 of the respondents representing 68% responded with YES and 8 respondents representing 32% revealing that children tends to imitate the characters of the cartoon they watched. Here, children responded almost positively (that is, they agree) to the fact that the language which a child is exposed to as a result of such child watching cartoon may be acquired as the child's first language or mother tongue.

Also, 15 of the respondents representing 60% responded with YES and 10 respondents representing 40% of the respondents responded with a NO shows that children tends to favour the language used in the cartoon to their mother tongue.

In addition, 18 of the respondents representing 62% responded with a YES and 7 respondents representing 28% of the respondents responded with a NO to parents supervision while watching cartoon. This shows that children tends to prefer parent supervision while watching cartoon.

Although, this study shows that children tends to spend more time watching cartoon and imitate their favourite characters.. These children claim that these cartoons have been very impactful in their wards usage of English language and exposure towards the foreign cultures and beliefs. Children sees no harm in watching animated programs as they believe it will help them grow mentally and socially.

4.2 TABLE SHOWING THE RESPONSES OF PARENT ON THEIR PRECEPTIONS OF THE EFFECT OF CARTOONS ON THEIR CHILDREN/WARDS

S/N	ITEMS	YES	NO
1	Does your child spend a lot of time watching Cartoon?	14 (56%)	11 (44%)
2	Do you believe your child or wards can be influenced by the type of cartoons he or she watch?	17 (68%)	8 (32%)
3	Will you agree that these cartoons can affect your child positively?	15 (60%)	10 (40%)
4	Do you agree that cartoon affects your child negatively?	10 (40%)	15 (60%)
5	Does your child imitate the characters of the cartoons he or she watch?	22 (88%)	3 (12%)
6	Do you censor the type of cartoon	18	9

	consumed by your child?	(72%)	(36%)
7	Do you prefer the your child using the language used in the cartoons he or she watch to your own language (mother tongue)?	14 (56%)	11 (44%)
8	Does your child hates being supervised or guided by your parents before and during cartoon?	7 (28%)	18 (72%)
9	Do you agree that cartoons gives information (as they are too many things outside your environment)?	10 (40%)	15 (60%)
10	Do you believe that the type of cartoon your child is exposed to will determine the L1 of your child?	7 (18%)	18 (72%)
11	Can you child speak your own language?	11 (44%)	14 (56%)

12	Do you tolerate any language use or choice at home? Or anywhere?	10 (40%)	15 (60%)
13	if cartoons are translated or produced in your language, will you allow your ward watch it?	14 (44%)	11 (56%)
14	Will you agree that children tend to be particular about the language used in the cartoons they watch therefore becoming unconscious of the language used in or their immediate society?	9 (36%)	16 (64%)
15	Will you say cartoons have a greater influence on the language acquisition of your wards than his or their immediate environment?	3 (12%)	22 (88%)
16	Do you understand and speak your language to your wards?	20 (80%)	5 (20%)

17	Do you encourage your wards to use your language?	13 (52%)	12 (48%)
18	Do you speak with your children with only the language used in the cartoons you watched or with your mother tongue.	15 (60%)	10 (40%)
19	Will you agree that cartoons have a great influence on the language acquisition of wards?	18 (72%)	7 (28%)
20	Do you measure the performance and intelligence of your ward based on his or her competence in the language used in some animated cartoon?	15 (60%)	10 (40%)

TABLE 1 proffer answers to the one of the aims of the study; it shows responses of respondents on their ideas, behavioural pattern and benefits of cartoon to them either in their mother's tongue or not. Also, on the language acquisition and learning by children in the Ugbowo local government of Edo state

Percentages in parentheses

Table 1 above shows responses for what are perceived as positive influences of these cartoons on the language acquisition and learning by children in the Ugbowo local government of Edo state. As observed in the table above, About 14 respondents representing 56% of the total number of respondents interviewed responded with a YES agreeing that they spend lot of time to watch cartoon and 11 respondents representing 44% of the respondents responded with NO respectively. It is overt that parents perceive cartoons an “innocent” program that could keep their children from disturbing them yet supervision is done to guide them through and to make them learn both in their mother tongue. As a matter of fact, most parents believe that aside the entertaining measures which most cartoons level up to and with due to their colourful motion pictures and comic characters and storylines, parents believe that cartoons are very informative as they tend to give information about culture, pronunciation and beliefs in a misbelieve that aside the entertaining measures which most cartoons level up to and with due to their colourful motion pictures and comic characters and storylines, parents believe that cartoons are very informative as they tend to give information about culture, pronunciation and beliefs in a mild yet informative way.

Also, 17 of the respondents representing 68% responded with YES and 8 respondents representing 32% of the respondents responded with a NO to if parent

believe that the type of cartoon they watches affect their children/ward. Here, parents responded almost positively (that is, they agree) to the fact that the language which a child is exposed to as a result of such child watching cartoon may be acquired as the child's first language or mother tongue.

Also 15 respondents representing 60% of the interviewed responded with a YES to them agreeing to the fact that cartoon affects them positively while 10 respondents representing 40% of the parents interviewed responded with NO. Since most cartoons that are daily consumed by these children at this particular region of the country are produced with United Kingdom English language, leaving the children to learning right commands of English language, its pronunciation and usage. Parents in the Ugbowo local government in Edo state seems less concerned about the choice of languages being used by these animated characters as a matter of fact, parents believe this is the best way as proving their children intelligence as we live in a society where English is perceived as language of the elite and when an individual have a great command of it that proves that the individual is intelligent.

Seeking opinion of the respondents, about 10 respondents representing 40% agreed that cartoon affects the children negatively. Therefore, become unconscious or less interested in the language used in their immediate society. And about 15 of the respondents representing 60% responded with NO.

Also, 22 of the respondents representing 88% responded with YES and 3 respondents representing 12% revealing that children tends to imitate the characters of the cartoon they watched. Here, parents responded almost positively (that is, they agree) to the fact that the language which a child is exposed to as a result of such child watching cartoon may be acquired as the child's first language or mother tongue.

Also, 14 of the respondents representing 56% responded with YES and 11 respondents representing 44% of the respondents responded with a NO shows that children tends to favour the language used in the cartoon to their mother tongue.

In addition, 7 of the respondents representing 28% responded with a YES and 18 respondents representing 72% of the respondents responded with a NO to parents supervision while watching cartoon. This shows that children tends not to prefer their parent supervision while watching cartoon.

Although, this study shows that children tends to spend more time watching cartoon and imitate their favourite characters. These parents claim that these cartoons have been very impactful in their wards usage of English language and exposure towards the foreign cultures and beliefs. Children sees no harm in watching animated programs as they believe it will help them grow mentally and socially.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 SUMMARY

The aim of this research work is to identify, analyze and also discuss the various impacts or influence of Cartoon on children's language learning and acquisition. In this research work, the researcher was able to identify some positive and negative effect of animated characters on children living around the axis Ugbowo Local Government in Edo state. The researcher is also quick to notice parent's unconscious efforts in pioneering both the negative and positive effect of cartoons on their wards.

5.2. FINDINGS AND RECOMMENDATION

During the research, the researcher collects data using some compiled questions "questionnaire" and the researcher is able to analyze the responses received from

the field work statistically and in percentage. The researcher therefore discovers that parents are supportive of their children's viewing or streaming several animated programs. Even when parents appreciate and also encourage their little children in watching cartoons, they seem little or not concerned about supervising what they are wearing.. These parents claim that these cartoons have been very impactful in their wards usage of English language and exposure towards the foreign cultures and beliefs. Parents sees no harm in making their children watch animated programs as they believe it will help them grow mentally and socially.

Also, researcher was able to conclude that only few parents check what these children watch and since parents never censor what their children watch and imitations of these characters unknowing to the parents make the children less interested in the immediate environment and finds it difficult to logically differentiate what is a mirage or fiction to what's real or present. This most times could harness the child being perceived as an introvert rather than sociable as such child find it difficult to associate or even understands his or her immediate world and mostly result to the child finding it difficult to assimilate at schools and reduces his or her learning processes.

Also, the researcher was quick to relate the unsociable act of this particular ward can lead him to grow his or her imaginative skill than in academics as this can

leave to child having difficulties in learning the language of his immediate environment and adapting with his environment.

This researcher recommends a further research on parental influence and control over language acquisition in their wards. This will properly shed more light on the negative influences and belief (on favourism and preference of English language over indigenous languages) that prompt a child in picking foreign languages over the languages spoken in his immediate environment.

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