



The Impact of Cartoon Programs on Childrens' English Language Learning

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ABSTRACT

In the past decades, there was not enough scope for leaning language by using media. But nowadays it is available and cartoon program is one of the most popular way for learning any language. Watching cartoons impact a lot on childrens' learning process. Cartoons help to emphasis on childrens' English language learning process. For this research, I have used interview method. Both qualitative and quantitative data have been collected from the children and their guardians. I have also used Krashen's language acquisition theory to show children's second language learning process gradually by watching cartoon programs. This study shows how children are getting acquainted with language speaking process, actions of the particular character by watching cartoon programs. This study also shows that how children are increasing their English vocabulary from the cartoon programs. But some children prefer to watch Hindi, Bangla and other cartoons. They can't increase their English vocabulary much while the children who watch more English cartoons can develop their English language learning process. This study further shows that English is our second language and to keep pace with the world, we need to learn English language and cartoons are the best sources for learning this language. Children enjoy watching it. At the same time, they can be benefitted by learning English language from there.

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Second language learning process is not easy actually. It is a matter of concern for many researchers still. For learning second language, we need to know the culture, the language, the way of speaking and so many things. In case of child language learning process, cartoon may accelerate this process.

We can learn any language in two ways. One is acquisition and the other is learning process. When a child grows up, it tries to follow each and everything it notices. In the same way, the language it hears, will try to adopt it naturally. We, the people, watch varieties of programs in TV, you tube channel or in other media. But most of the children prefer to watch cartoon programs either on tv or in you tube. So, the thing is that the age between 1-12 is child's acquisition time. The child who will watch more cartoon shows and those who watch less cartoon shows, must have an impact on them.

By watching cartoon programs, children can follow the interesting characters, their way of speaking, language and as this is their acquisition time, so they can easily learn anything from there at the same time language too.

1.2 STATEMENT OF THE PROBLEM

Watching cartoons provides high level of language efficiency on children. They are introduced with a new language. It may be called an ideal procedure for learning language because here the learners can acquire second language incidentally. Incidental language acquisition signifies natural language acquisition. Besides, there remains kind of fear to learn second language. Cartoon program is entertaining option to children all over the world. They can learn English without any fear rather by entertaining process. As Bangladesh is a monolingual country, the scholars feel fear to adopt another language especially English easily. Even in our context, in schools, colleges, children are taught English language as a subject not a language. So, cartoon program is the process through which they can learn English.

According to Koolstra and Beentjes (1999), the full meaning of the word becomes comprehensive when language learners receive the words in various semantic contexts. A study by Postic (2015) found that students born in a non-English country who had watched American cartoons in their childhood would develop American accent over time. Thus, the way, watching cartoons influences children's English language learning process and they are focusing on foreign language more rather than their own language and becoming intended to foreign language acquisition from their childhood.

1.3 RESEARCH QUESTIONS

The aim of the study is to find out Children's English language learning process by watching cartoon programs. The study put forward the following questions:

- ✓ In what ways do watching cartoons effect on children's English language ability?
- ✓ How much time are children spending by watching cartoons?
- ✓ Does watching cartoon effect on their behavior?
- ✓ Are they really getting benefitted by watching cartoons?
- ✓ Are they capable enough to develop their English speaking, writing ability?

1.4 OBJECTIVES OF THE STUDY

1.4.1 GENERAL OBJECTIVE

- To study the effect of cartoons on children's English language learning.

1.4.1 SPECIFIC OBJECTIVES

- to study the child language learning process by watching cartoon programs.
- To explore the development or demotion of language learning process by watching cartoon programs.
- To make a comparison between two groups of children those who watch cartoons a lot and those who don't like to watch cartoon programs and make an analysis who are much benefitted to develop their English language learning process.

1.5 HYPOTHESIS

Those Children who are watching cartoons more, are learning second language more effectively. They can develop other language acquisition process but those children who are not much watching cartoons, their second language belongs to the learning level only. They cannot learn it in a spontaneous way rather memorizing it. So, cartoon programs accelerate the process of learning second language more spontaneously for the children who watch it more.

1.6 LITERATURE REVIEW

"Cartoon is an excellent form of expression, which can deliver positive messages and can create awareness among learners as the characters speak to you and narrates the whole story through their gestures" says Ian Diamond, the senior vice president and General Manager of turner Entertainment Networks Asia, Inc (TENA) (Dr. A. G. Sudha, factors Influencing The Change In Behavior of Children On Viewing Cartoon Programs, 2004). Learner can have a better way to learn language as well as behavior through Cartoons.

A large number of research (Larsen-Freeman Long, 1991; Kuhl, 2004) increasingly show that the formation of speech is most active, quick and effortless in early (preschool) childhood. All over the world, children learn their native language freely and simply, in a natural way. Children learn to speak whether adults teach them specifically or not.

A Lithuanian researcher Svetozar Postic (2015) notes that children who have watched cartoons in English, namely in American English, since their childhood have excellent pronunciation and communicate much more fluently in English than those who have not immersed into this language since early childhood (Postic, 2015). No one forced children to learn rather they did it spontaneously. Sometimes, interesting characters, interesting stories influence a lot on children mind. This all captured their attention and caused a perception of a foreign language.

Danan (2004) claims that audiovisual materials enhanced with captions or subtitles may function as a powerful educational too. Danan (2004) also reports that many language teachers are against their use in audiovisual materials. Subtitles may distract attention, but it may also influence on child's language learning.

Yousaf Dr. Zahir, Shehzad Munham, Hassan S. Ali (2015) analyzed the impact of cartoons on school going children. They took the sample from Gujrat city of Pakistan. They applied the mass effect cultivation theory. They used survey method and questionnaire to collect data. They found that cartoon programs are highly affecting the children physically and psychologically. The children that are not administrated are affected the most. Children are being violent. But they are adopting inappropriate words and imitate the style and language of cartoons. So, cartoon programs have a great influence on their language.

Dr. A. G. Sudha (2011) explored the numerous mesmerizing effects of cartoons influencing the change in the behavior of children.

Sultana, Sharmin (2014) believed that because of the cartoons children are spending time on TV rather than being engaged in some constructive work. She collected her data by surveying and interviewing different class of people in Bangladesh. Watching a lot of cartoons adversely affect the learning abilities and the mind of the children.

Maqsood, Qural-ul-ain and Amer, Umera (2014) studied the effect of intercultural cartoons on young children. They stated that intercultural cartoons are primarily destroying the religious and moral value and affecting the language and social behavior. According to them, children mind is "wet clay" and they can easily be molded in any form whatever we may choose. So, their mind is easily affected by the cartoons and violence plus the moral and ethnic values the cartoon shows. Children often imitate favorite characters from cartoons and interesting stories and the languages.

Hasan, Ali. Daniyal, Muhammad (2013) conducted a study named 'Cartoon Network and its' impact on the behavior of school- going children: A case of Bahawalpur, Pakistan'. It was found that the majority of the school going children watch cartoons and cartoon network is the most favorite channel of kids. These cartoons have a strong impact on these kids because they were passing most of the time by watching cartoons. It can also be evident through their way of dressing, style, language and violent behavior. Nowadays, violence is the most integral parts of cartoons. Finally, children are making violent with their siblings, friends. In fact, the way of style, language, eating habit, dressing habit, they are also following. Thus, the way, children can learn another language from the cartoon programs.

According to the study named 'The Effect of Cartoons on Children ' (2016) children are mostly attracted by cartoons and these cartoons directly or indirectly shape their behavior and also make an impact on them. It also explained that there is some positive effect of the cartoon on children. This study further revealed that after watching cartoons, children are becoming violent, and they are exactly behaving like their favorite character in the cartoon.

So, most of the studies show that most of the children are becoming victim of watching cartoon programs and learning language, behavior, way of style and so many things.

In May 2016, a study was conducted to find out the Effects of Cartoon Programs on Behavioral, Habitual and Communicative changes in Children. It was found that there are some significant effects on the behavior of those children who watch cartoons and the majority of children in their real life behave, like the way their favorite cartoon character is shown on television screens and children also follow the cartoons in their real life too. This study further revealed that nowadays there is a strong impact of cartoons on children, and this could be seen on their language, communication style, dressing etc.

so, the thing is that cartoon makes an impact on children and their behavioral, communication and learning process too.

In another study named 'Impact of Cartoon Programs on Children's Language and Behavior' (2017), it was found that by watching cartoon programs, children are becoming more violent when they are playing with their siblings, friends. The study also revealed that the rate of language acquisition is quite high, and they are becoming rude in their communication due to heavy watching of cartoons.

So, cartoon programs make an impact on children that we find in every study.

'Effects of Cartoon Channels on the Behavior of School Gong Children- A Survey Study' of 2018 revealed that cartoon serials have a high influence on school-gong children because they are watching cartoons most of the times. They spend less time doing other activities like- playing outside with peers. This study shows that nowadays children's behavior and communication style are changing. Children are becoming ruder in their communication and are using inappropriate words and language.

So, it is said that cartoon programs are affecting children both physically and mentally.

1.7 THEORETICAL FRAMEWORK

Language acquisition can be used for this study. Here, we are using Krashen's language acquisition theory which is based on five hypotheses named the acquisition-learning hypothesis, the monitor hypothesis, the input hypothesis, the affective filter hypothesis, the natural order hypothesis.

"Acquisition requires meaningful interaction in the target language-natural communication- in which speakers are concerned not with the form of their utterances but with messages they are conveying and understanding." (Stephen Krashen, Language Acquisition – Language Learning)

The monitor hypothesis focuses on form and think about correctness. Krashen suggests that there is individual variation among language learners with regard to 'monitor' use. An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. (Stephen Krashen's Theory of Second Language Acquisition). Here Krashen wanted to tell those individual matters.

The input hypothesis is also known as the monitor model. The input hypothesis is Krashen's attempt to explain how the learner acquires a second language and how second language acquisition takes place. The input hypothesis is only concerned with acquisition not learning. According to this hypothesis, the learner improves and progresses the natural order when he/she receives second language input that is one step beyond his/her current stage of linguistic competence. For example- if a learner is at a stage 'I' then acquisition takes place when he/she is exposed to comprehensible input that belongs to level i+1. Not all the learners can be at the same level of linguistic competence at the same time. But input hypothesis help the learner to acquire second language in a more comprehensible way. (Stephen Krashen' Theory of Second Language Acquisition, 1998).

The symbolic 'i' here represents child's acquisition stage and I represents their advance stage. So, thus the way children firstly watch cartoon programs, they hear the words from there and in a more advance level, they can develop the language level.

Another one is the Affective filter hypothesis embodies Krasen's view that a number of 'affective variables' like personality traits, self-confidence, motivation work to acquire second language.

In this study, we find that children are learning some languages and interactions from cartoon programs and this form of messages from cartoons are interacting and understandable to them. So, we are here going to use Language input and Language interaction hypothesis of Krasen.

According to Krasen, "Acquisition is a subconscious process while learning is conscious. Although both play a role in developing second-language competence, acquisition is far more important, since the competence developed through it, is responsible for generating language and thus accounts for language fluency." (p.60)

By watching cartoon programs, children are able to develop their language fluency and competency.

Long (1996) claims that interaction "facilitates language acquisition because it connects input (what learners hear and read), the internal learner capacities-selective attention and output is what learners produce in productive ways" (pp.451-452). By this, he assumes that interactions and meaning negotiation enhances language acquisition. On the other hand, comprehensible input, which first proposed by Krasen (1985), emphasizes the role of linguistic data that language learners receive in the target language. Krasen's views interaction as a source of contribution to the learner which later is governed by the affective filter that decides language manipulation.

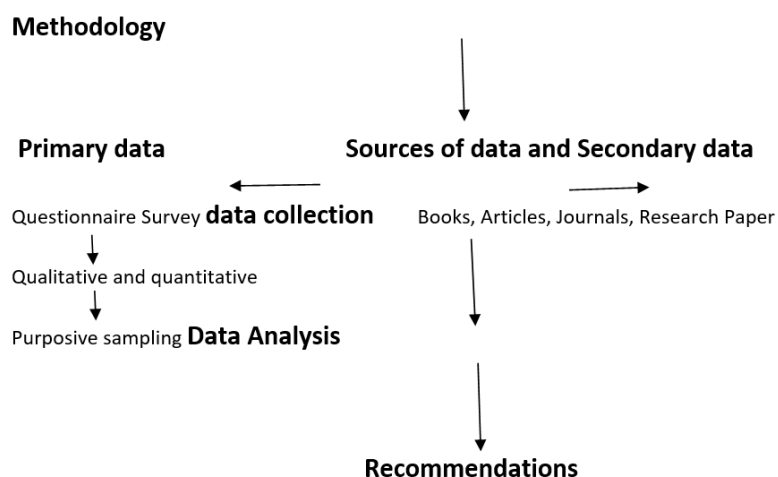
Krasen believes that language acquisition develops exclusively through "Comprehensive input." Second language students acquire language competence by exposure to language that is both understandable and meaningful to them. By concentrating on meaning, they subconsciously acquire form. (p.60)

Thus, the same way, children are concentrating on the form of the language that they hear from cartoon programs and subconsciously acquire that.

1.8 RATIONALE

So many researchers have done their research work regarding child language learning process and their behavior. My research is about Children's English language learning process and how watching English cartoon may influence children's English language learning efficiency. Moreover, there have been no study comparing to children's English language learning process by watching cartoons programs a lot or by not focusing on watching cartoon programs. If this small scale of study goes to the other section of the society, they will be able to know the children's language learning process and the impact of cartoon programs in their language learning fluency level. Moreover, cartoon programs are mostly entertaining and throughout these entertaining programs, children can easily learn second language without any fear. There remains kind of fear to learn foreign language in our monolingual country. Sometimes, the scholars feel fear to adopt another language. In this case, cartoon programs can help to learn English in the most entertaining way.

1.9 Methodology:



1.9.1 METHOD

This is an exploratory type of research.

1.9.2 APPROACH

Both qualitative and quantitative approach will be used.

1.9.3 STUDY AREA

This study includes the children of class 6, 7, 8 from Akij idea school and college, Noapara, Avoy nagor, Jashore. This area has been selected purposively to explore how much school going children are addicted to cartoon programs and how cartoon programs influence on their English Language learning process. The researcher's purpose is to find out the consequences of Children's English language learning process and make a solution to it.

1.9.4 SAMPLE

This study includes total 20 population. 15 children from Class 6, 7, 8 of Akij ideal School and College, Noapara, Avoy nagar, Jashore and 5 guardians. In this case, purposive sampling will be used to collect data.

1.9.5 INSTRUMENTATION

Two sets of questionnaires are given to the children and their guardians. The questions are set in such a way that the researchers can find out the impact of cartoon programs on childrens' English language learning also can find out the comparison how much impact it creates actually on their second learning process.

1.9.6 PROCEDURE

The questionnaires were served to the participants by following purposive sampling method, and they were requested to fill it up consciously also they will be asked questions based on the questionnaire. The researcher won't interfere them until or unless they face any difficulty to answer it. I have used different tables and charts to analysis the data. I have also used descriptive method to analysis qualitative data.

1.9.7 DATA COLLECTION

1.9.7.1 TYPES OF DATA

Both primary and secondary data have been used for this research.

1.9.7.2 SOURCES OF DATA

Primary data have been collected from the survey result and secondary data have been collected from different books, journals, articles, research papers etc.

1.9.8 DATA ANALYSIS

Both qualitative and quantitative research approach have been used for this study. open ended questions have been analyzed qualitatively. On the other hand, close ended questions have analyzed quantitatively.

1.9.9 DATA PRESENTATION

The qualitative data that means the open-ended questions are presented in a descriptive way. On the contrary, quantitative data that means the close ended questions are presented in a pie chart. Then a comparison has been made between two types of children who prefer most to watch, and who prefer less to watch cartoon programs.

1.10 TIMELINE

1.11 SCOPE AND LIMITATIONS

This study has done upon some particular classes of Akij Idea School and College, Noapara, Avoy nagor, Jashore. It is a comparative study between two groups of children to find out their interest on cartoon programs. It also gives emphasis on their English language learning by watching cartoon programs. A further study can be done on Childrens' English vocabulary, pronunciation improvement by watching cartoon programs. Even further comparative study can be done by taking sample from other classes in this particular school.

Every work has some limitations, and no work is beyond this. For this study, I have taken a small sample of the children of Akij ideal School and College. The first one is the time limitation. If I got enough time, I would be able to enrich my project with more data and information. Then the response of the guardians was sometimes not clear enough regarding their childrens' English language learning process by watching cartoon programs. According to some of the guardians, their children watch cartoon only for getting entertainment.

2. DISCUSSION

2.1.1 PRESENTATION OF DATA COLLECTED FROM THE CHILDREN

Question 1: How much do you like to watch cartoon programs?

Q-1	Very much	average	Not so much	Not at all
Number of respondents	7	4	3	1
percentage	45.66%	26.66%	20.1%	6.66%

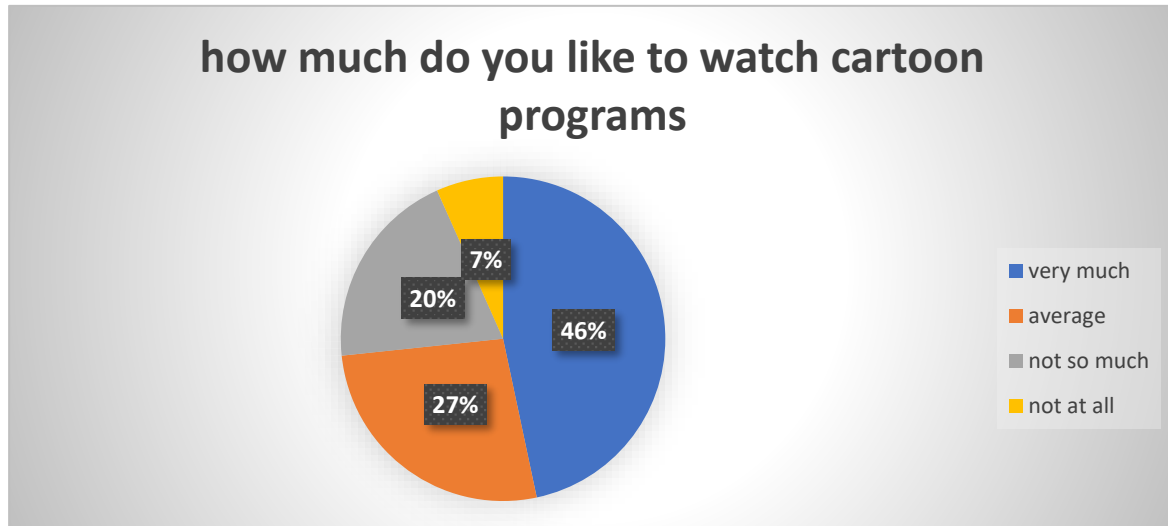


Figure 1: how much do you like to watch cartoon programs

The children have given their spontaneous response to this survey. 46% of them prefer to watch cartoon programs. 27% children are average in number. Sometimes they watch, sometimes they don't watch but they are not much addicted. Then 7% of them don't like to watch cartoons. When they have been asked why they don't watch, they answered that because of study pressure, they are now not habituated to it and don't like to watch. And 20% children watch cartoons, but they don't like much.

Question 2: what types of cartoons you like most?

Q-2	English	Bangla	Hindi	others
Number of Respondents	3	4	6	2
percentage	20%	26.66%	40%	13.33%

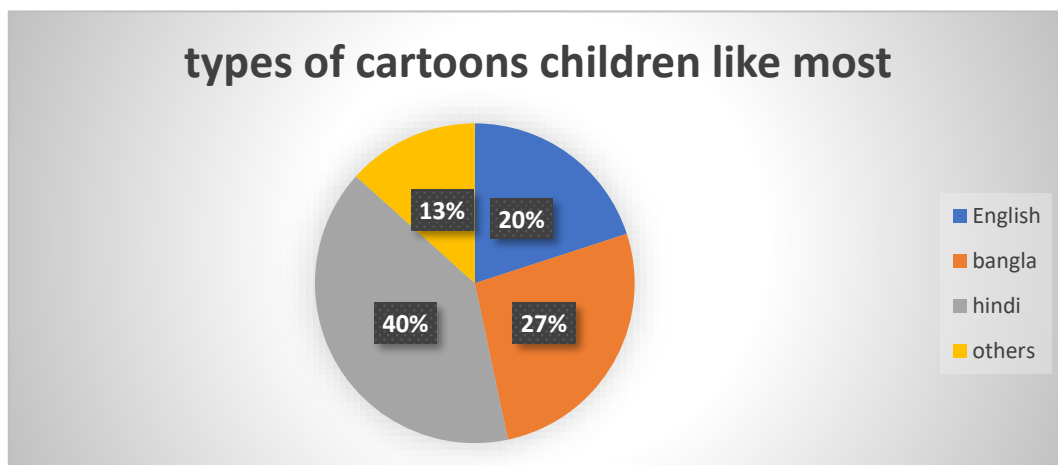


Figure 2: the types of cartoons, children like most

20% children like to watch English cartoons, 27% children like Bangla cartoons, 40% children like Hindi cartoons and the others are 13% in numbers.

Question 3: Can you mention the name/names of your favorite cartoon programs?**some of the favorite cartoon characters of the children:**

the answer to this open-ended question shows that “Dora, the explorer, Nick, Tom & Jerry, Motu Patlu, Chota Bhim, the lion king, Mina cartoon” these types of cartoon programs, children prefer most. Few of them prefer to watch English cartoon programs. Many of them prefer to watch Hindi and Bangla Cartoon programs.

Question 4: Which thing you like most from your favorite cartoon programs?

Q-4	Language style	Gestures/postures	Some household works	Nothing specific
Number of respondents	4	6	0	5
percentage	26.66%	40%	0	33.33%

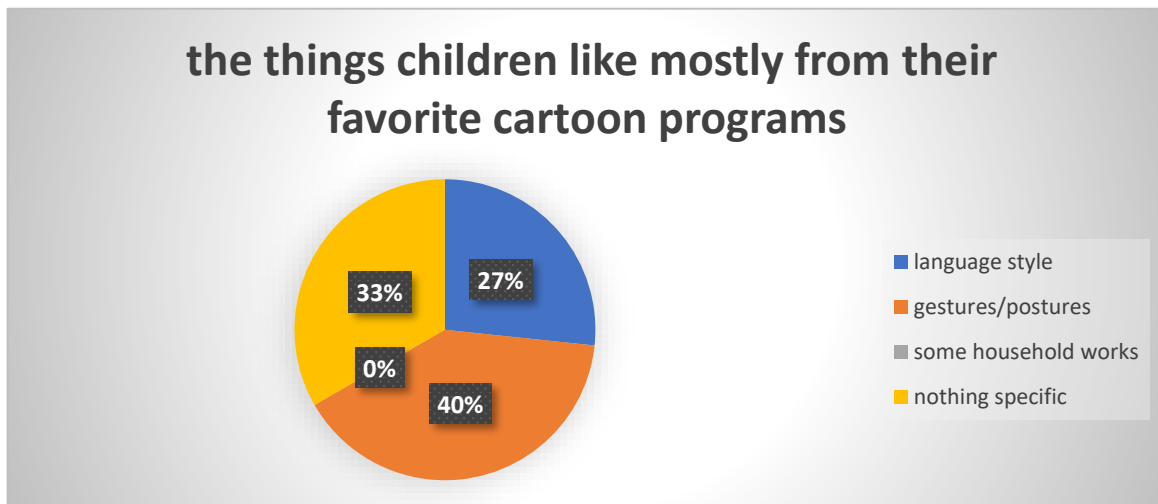


Figure 4: the things, children like mostly from the cartoon programs

27% children like the language style from the cartoon programs.

40% children mention that they like the action, gestures and postures from their favorite cartoon programs. 33% children mention that nothing is specific to them and 0 shows that children are not like any household activities from their favorite cartoon programs.

Question 5: Can you mention some English words that you hear in the cartoon shows?**Some English words that children hear in the cartoon programs:**

This open-ended question clarifies that most of the children prefer to watch Hindi and Bangla cartoon programs and few of them prefer to watch English Cartoon programs. By watching English cartoon programs, children are learning some English words. For example, they mentioned, “cat, mouse, hole, live, interesting, imagine, exciting, nice, beef, chicken, nature, delicious, river, idea and so many things. So, those children who are watching English cartoon programs, can learn so many English words and those children who don’t watch English cartoons, can’t learn English words much that we found from this open-ended question.

Question 6: When you prefer to watch cartoon programs mostly?

Q-6	morning	afternoon	evening	Not any fixed time
Number of respondents	5	6	3	1
percentage	33.33%	40%	20%	6.66%

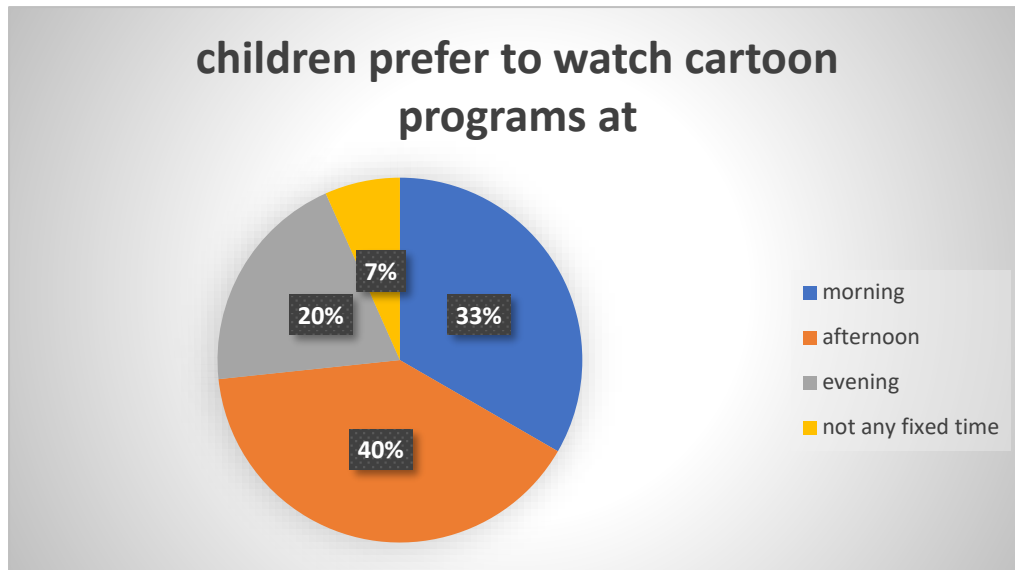


Figure 6: Children prefer to watch cartoon programs at...

40% children mentioned that they prefer to watch cartoons at afternoon. 33% children prefer to watch cartoons at morning. 20% children prefer to watch cartoons at evening and the rest of the children watch cartoons not any fixed time.

Question 7: Can you mention the name of your favorite character/characters in the cartoon programs you watch?

Some of the favorite cartoon characters to children:

This open-ended question shows that many children like Mina character. Specially, girls like this character most. Then the other children like Doremon, Tom & Jerry, the characters from the royal picnic, Motu, Patlu, Ben and so many other characters they like.

Question 8: Why do you like the character/characters?

The reason of their liking this cartoon character:

When they are asked why they like this particular cartoon character, they replied that the actions, funny in nature, exciting, interesting-these kind of thing attracted them to like the particular cartoon characters. Some of them also replied that their favorite cartoon character has some miraculous power. That is why they like it.

Question 9: Which types of character you prefer most?

Q-9	English	Bengali	Hindi	others
Number of respondents	4	6	5	0
percentage	26.66%	40%	33.33%	0

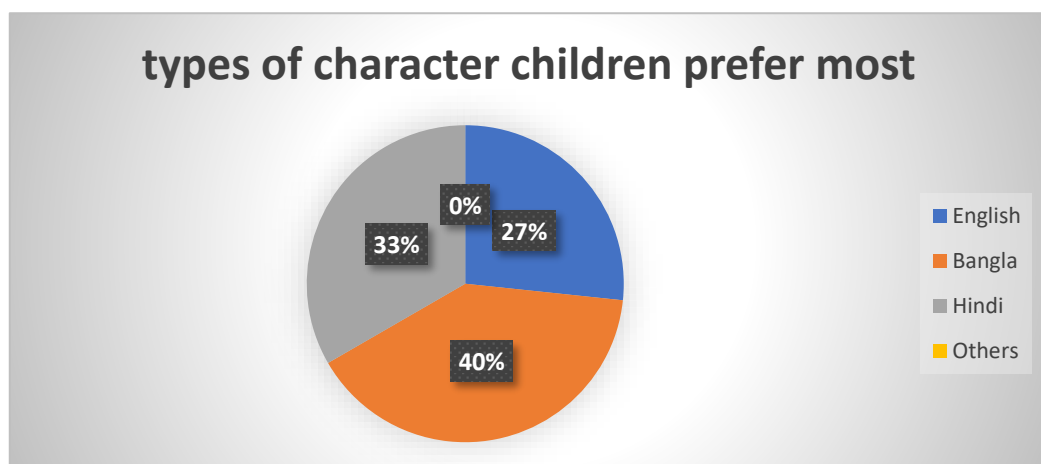


Figure 9: The types of character, children prefer most

27% children prefer English character most. 40% children prefer Bangla character most. 33% children prefer Hindi characters, and the others are 0 in number.

Question 10: How many cartoons do you watch in a day?

Q-10	1	2	3	More than 3
Number of respondents	1	7	6	1
percentage	6.66%	45.66%	40%	6.66%

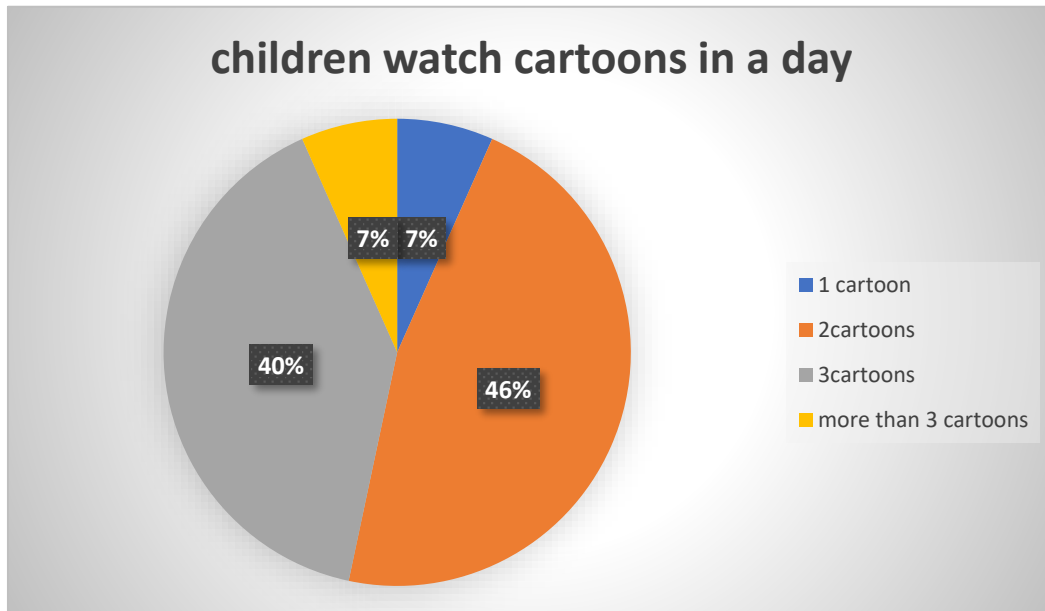


Figure 10: how much
cartoons children watch in a day

46% children watch 2 cartoons in a day. 40% children watch 3 cartoons in a day. 7% children watch 1 cartoon in a day and the rest of the 7% children watch more than 3 cartoons in a day.

Question 11: Which language you like to learn from the cartoons?

Q-11	English	Hindi	Bangla	None of these
Number of respondents	6	5	4	0
percentage	40%	33.33%	26.66%	0

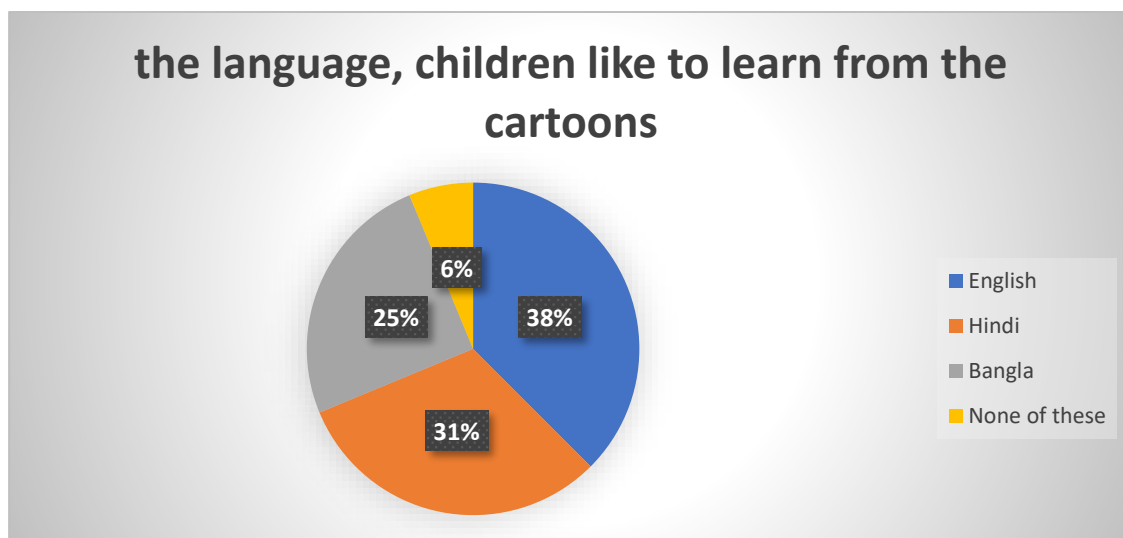


Figure 11: the language, children like to learn from the cartoons

38% children like to learn English cartoon programs and the language from there. 31% children like to learn Hindi cartoon programs. 25% children like to learn Bangla cartoon programs and the rest of the 6% children like to learn from other language from the cartoon programs.

2.1.2 PRESENTATION OF DATA COLLECTED FROM GUARDIANS

Question 1: What types of cartoons do your children prefer to watch most?

Q-1	English	Bangla	Hindi	others
Number of respondents	6	4	5	0
percentage	40%	26.55%	33.33%	0

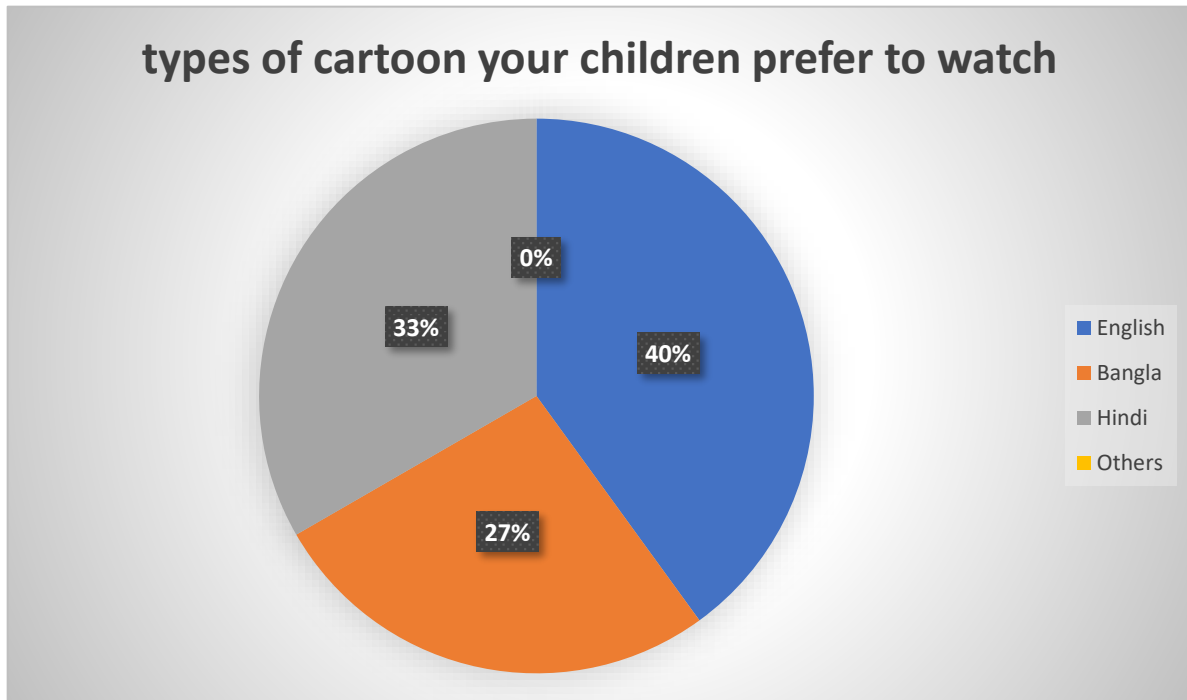


Figure 1: the types of cartoons, your children prefer to watch

40% guardians answered that their children prefer to watch English cartoons most. 33% guardians mentioned that their children prefer to watch Hindi cartoons mostly in number. 27% guardians mentioned that their children prefer Bangla cartoons and the rest of the preference for other languages are 0 in number.

Question 2: Can you mention the names of the cartoon programs that your children prefer to watch most?

The names of the cartoons, your children prefer to watch most

This open-ended question shows the children prefer to watch most Dora, Tom & Jerry, Doremon, Motu-Patlu, The lion King, Ben-Ten and some other cartoons. The respected guardians of the children also mentioned that their children prefer to watch English cartoons more. But some of the guardians mentioned that their children prefer to watch Hindi, Bengali cartoon more.

Question 3: how many cartoons your child watch in a day?

Q-3	1	2	3	More than 3
Number of respondents	6	4	5	0
percentage	40%	26.66%	33.33%	0

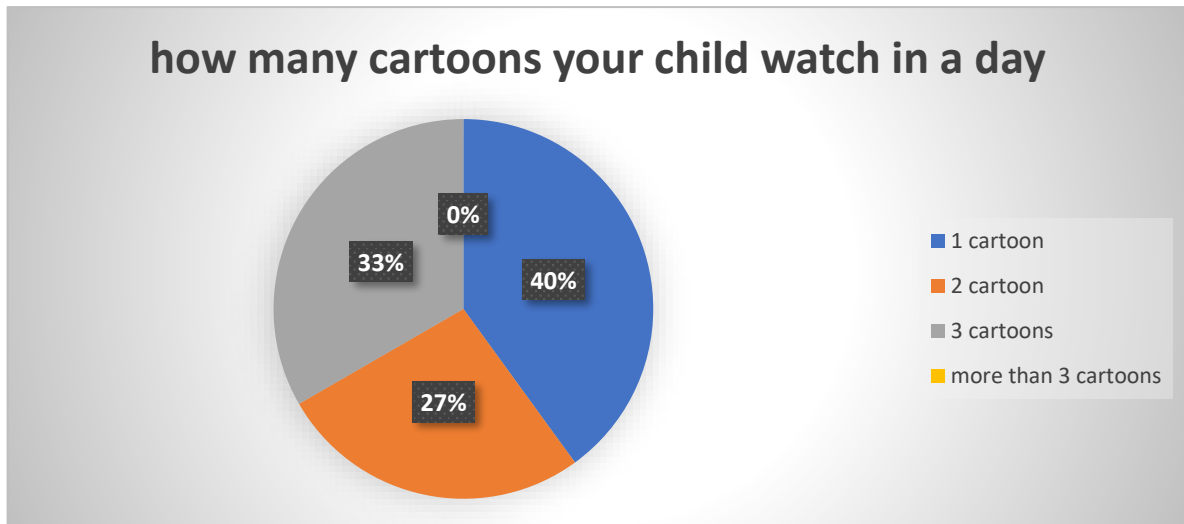


Figure 3: how many cartoon programs your child watch in a date

40% guardians mentioned that their children watch 1 cartoon programs in a day. 33% guardians mentioned that their children watch 3 cartoons in a day. 27% guardians mentioned that their children watch 2 cartoons in a day and the rest of the more than 3 cartoons watching children are 0 in number.

Question 4: Do you think, your children are learning English from the cartoon programs?

Q-4	yes	To some extent	Not so much	Not at all
Number of respondents	6	7	2	0
percentage	40%	46.66%	13.33%	0

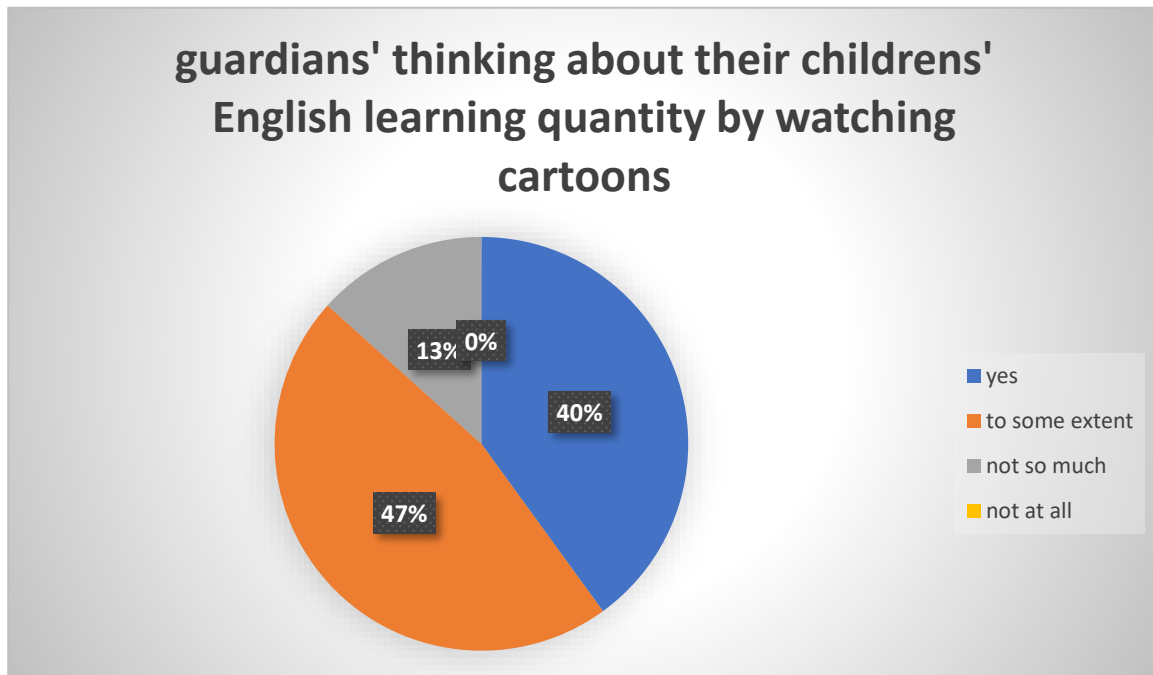


Figure 4: guardians' thinking about their childrens' English learning quantity by watching cartoons

40% guardians think that their children are learning English by watching cartoon programs. 47% guardians think that their children are learning English by watching cartoon programs to some extent. 13% guardians thinks that their children are learning not so much English by watching cartoon programs. The rest of not at all thinking guardians are 0 in number.

Question 5: Have you noticed your child acquiring language other than English?

Children are acquiring language other than English:

This open-ended question shows that most of the guardians are agreed to this matter that their children are learning language other than English. Most of them replied “yes” and few in numbers didn’t reply anything clearly.

Question 6: which cartoon character does your child prefer most? Can you mention the name?

Childrens’ preferable cartoon characters:

Most of the guardians answered that their children prefer Motu-Patlu, Doremon, Gopal, Ben-Ten, Mina cartoon, the powerpuff girls, Tom & Jerry, The lion King etc. Few of them replied “No” because they are not sure which cartoon characters their children prefer most.

Question 7: Why does your child like the character?

The reason for liking the cartoon character:

This open-ended question shows that their children like any particular cartoon character because they are funny, they enjoy that character. Some of them also said that their children like the actions of the cartoon character, their way of speaking, their fluency in English speaking, attractive looks etc. This fascination of the particular cartoon character attracts them. That is why their children like any particular cartoon character-according to the guardians.

Question 8: When does your child prefer to watch cartoon programs mostly?

Q-8	Morning	Afternoon	Evening	Not any fixed time
Numbers of percentage	3	4	5	3
percentage	20%	26.66%	33.33%	20%

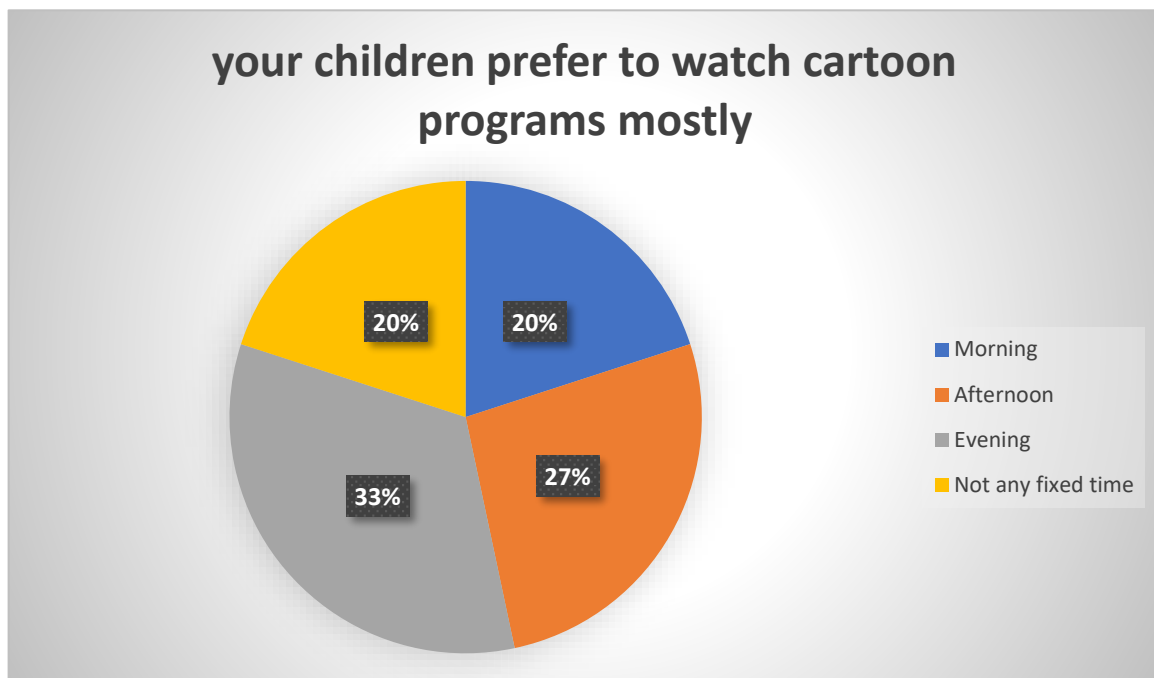


Figure 8: your children prefer to watch cartoon programs mostly

33% guardians replied that their children prefer to watch cartoon programs mostly in the Evening. 27% guardians replied that their children prefer to watch cartoon programs mostly in the morning. 27% guardians mentioned that their children prefer to watch cartoon programs mostly in the afternoon. The rest of the 20% guardians replied that their children watch cartoon programs not any fixed time.

Question 9: What kind of thing does your child learn mostly from the cartoon programs?

Q-9	language	Gestures/postures	Some household works	Nothing specific
Number of respondents	7	5	0	3
percentage	46.66%	33.33%	0	20%

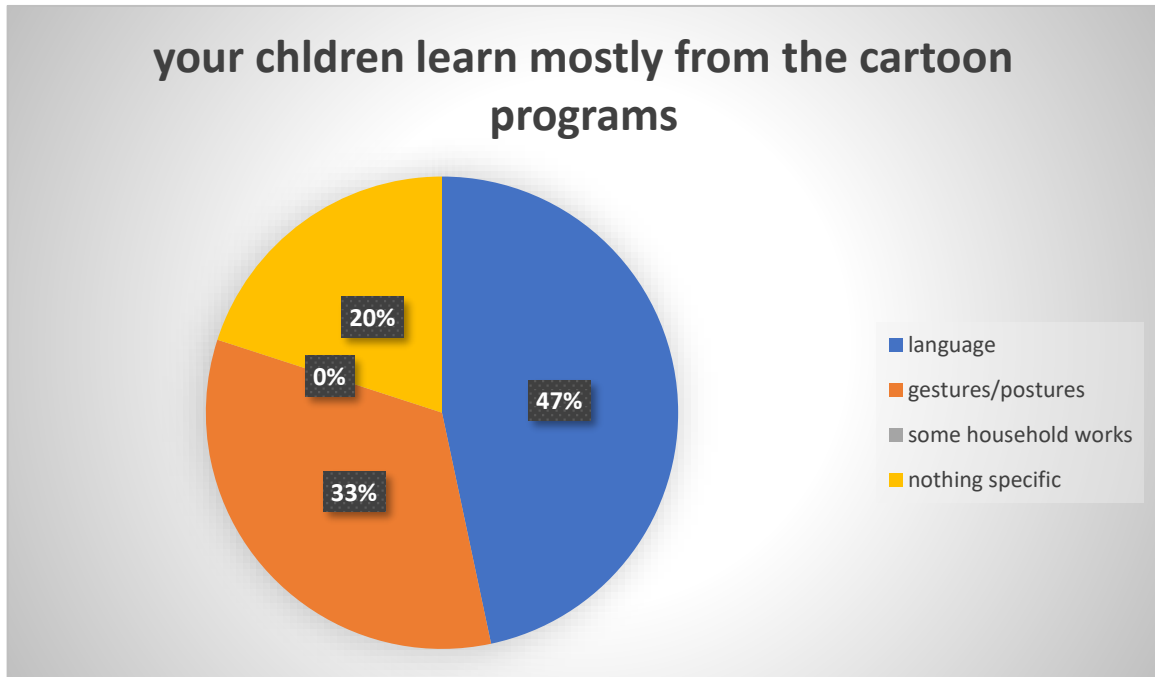


Figure 9: your children learn mostly from the cartoon programs

47% guardians replied that their children like mostly the language style from the cartoon programs. 33% guardians replied that their children like the gestures & postures from the cartoon characters mostly. 20% guardians mentioned that nothing specific their children are learning from the cartoon programs.

But no guardians assured that their children are learning any household works by watching cartoon programs. It is 0 in number.

Question 10: Is your child learning some important things of life from cartoon programs?

Q-10	Yes	No	Not much	Much
Number of respondents	4	6	5	0
percentage	26.66%	40%	33.33%	0

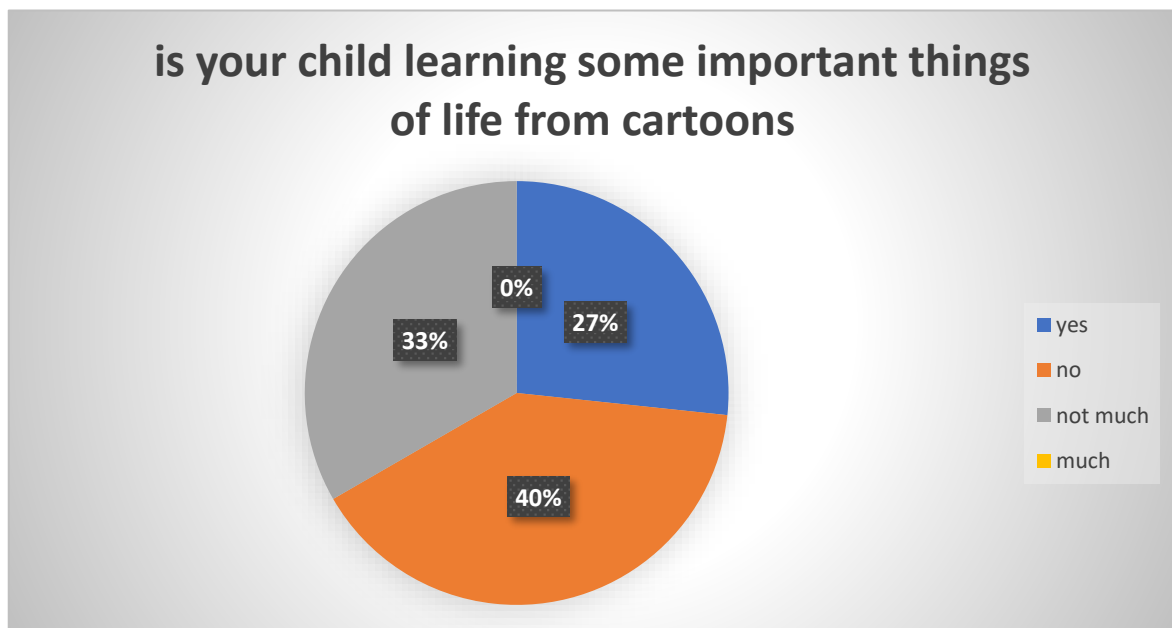


Figure 10: is your child learning some important things of life

40% guardians replied that their children are not learning some important thing of life from the cartoon programs. 33% guardians replied that their children are learning not much important thing of life from the cartoons. 27% guardians replied "Yes". They think that their children are learning something good or important things of life from the cartoon programs. No one replied for "much" for this question. The number is 0.

Question 11: Do you feel there are something in cartoons which may be harmful for children?

Guardians' thoughts regarding cartoon programs for their children:

Here in this open-ended question, we find the comments and recommendations of the guardians. Most of the guardians think that too much watching isn't good for their children. Most of them said, "It's harmful". None of them replied that it is ok. But most of the guardians suggested that their children should watch such a cartoon program which will not be like violent type or aggressive. It should be informative, instructive enough. Then, they will be able to learn some important things of life.

2.2 ANALYSIS OF THE RESULTS

2.2.1 ANALYSIS OF THE DATA COLLECTED FROM THE CHILDREN

By analyzing the second questions, it is found that children like to watch Hindi cartoons most rather than English cartoons. On the contrary, by analyzing the 9th question, it is found that they like the English cartoons' characteristics. They like the fluency of their English Language and sometimes they can easily utter by following them. They also like the action from the English cartoons.

By analyzing the first question, it is found that more than 80% children like to watch cartoon programs most. Some of them like average to watch cartoon programs. But some of them replied they don't like to watch cartoons. When they are asked why they don't like they replied because of study, and they watched before but now they are not habituated to watch cartoon programs mostly. By analyzing the question number three, it is found that their favorite cartoon programs are Doremon, Ben-Ten, The lion King, Mina cartoon, Tom & Jerry, Chota Bhim, Motu Patlu etc. So, here we can see that less in number prefer to watch English cartoons rather they watch Hindi and Bangla cartoons more.

By analyzing the question number four, it is found that the children like the language style mostly from their favorite cartoon character. Then some of them like the gestures and postures from the cartoon characters. So, it is positive in a sense that if they watch English cartoons more, they can learn English word more because they prefer to watch the character's way of speaking style.

Then by analyzing the question number five, it is found that the children who watch English cartoons more, only they are able to answer the question clearly. They can tell more English words. But the children who don't prefer to watch English cartoon more, they are unable to answer more than one or two words in English. So, it can be said that the children who are watching English cartoon, are able to increase their English vocabulary level.

By analyzing the question number six, we can see that most of the children prefer to watch cartoons either in morning or evening. It is mainly crucial time for children. They should study at that time. But they prefer to watch cartoons. If they watch effective cartoon programs, then it will be helpful for them. Otherwise, their study time will be hampered at the same time they won't learn anything good from the cartoon show which will be effective for them. But if they watch informative cartoon programs or by watching English Cartoon programs, they can increase their fluency level in that language. As English is our second language so by watching effective English cartoon programs, children can be benefitted. But some of them watch cartoons not any fixed time. It will be not much benefitted for them if they don't learn something good from there which will be effective for them.

By analyzing the question number seven and eight, it is found that some of the children like English cartoon characters but most of them prefer to watch Hindi and Bangla cartoon characters. When they are asked why do they like this particular character. They replied that they like their miraculous power, their speaking style, their funny attitude. All of these things, they enjoyed much. It can be said that throughout this process by watching cartoon programs, they can learn English language without any pressurization to learn it.

By analyzing the question number ten and eleven, it is found that some children watch more than two cartoons in a day but some of them watch one cartoon in a day. And when they are asked which language, they prefer to learn most from the cartoon programs they replied that they prefer to learn English language. So, it can be said that they feel interest to learn English language by watching cartoon programs, it will be effective if they can watch informative English cartoon programs more.

2.2.2 ANALYSIS OF THE DATA COLLECTED FROM THE GUARDIANS

By analyzing the question number one, it is found that children prefer to watch English cartoons more, according to their guardians. But some of them like Hindi and Bangla cartoons also. By analyzing the question number two, it can be said that the power puff girls, the lion king, Doremon, Ben-Ten, Tom & Jerry, Gopal var are the most favorite cartoon programs to the children- according to their parents. But some of the guardians are ambiguous about which cartoon programs their children prefer actually.

Then by analyzing the question number four and five, it can be said that children are acquiring languages other than English-according to their parents. That means they are not only learning English language but also learning some other languages. On the contrary, most of the guardians think that their children are learning English much by watching the cartoon programs. Though some of them replied to some extent, they are learning English.

By analyzing the question number six and seven, it is found that children like the miraculous, action-based characters and the character who can speak fluently in English language, they also like them. Most of the guardians said like so about their children's favorite character and the reason for liking the character also.

By analyzing the question number eight, it is found that guardians are concern enough about their children's timing issues regarding cartoon programs. Most of the guardians said that their children are watching cartoons in the morning or in the evening. But some of the guardians said that their children are watching cartoon programs not any fixed time. Sometimes, they rebuked for watching cartoons at the time of reading like morning or evening but when their children utter any English word by watching cartoon, then it seems good to them that at least they are learning from there. But the irony is that the percentage is less in number.

By analyzing the question number nine, it can be said that guardians are not much concern about what children are learning from the cartoon programs. But they know that much watching isn't good for their children. When they are asked about what their children are learning mostly from the cartoons, they replied that language, gestures and postures and so many things. By analyzing question number ten, it is found that children are not much learning any important things of life from the cartoon programs. But some of the guardians replied "Yes" and they also said that cartoon programs should be added life related realistic things like-language learning process in cartoon programs should be much developed.

By analyzing the question number eleven, it can be said that guardians are much more concern for their children regarding cartoon programs. They commented that their children should not watch much cartoon programs. They also feel that sometimes, cartoon shows some violent issues, aggressive issues which may have a bad effect on their children.

2.3 FINDINGS:

This study reveals that most of the children are watching Hindi and Bengali cartoons, less in number are watching English cartoons. They are watching cartoons for getting entertainment. Sometimes, they are learning speaking style, actions from the cartoon programs, but most of the cases, these are not much effective to them. By analyzing the whole data, the following points can be shown as the findings of this study:

- Children are interested to learn English words by watching the cartoon programs, but they are watching Hindi and Bangla cartoons more than English cartoons.
- Those children who are watching English cartoons more they can learn English words more but those children who are watching Hindi and Bangla cartoons more are not equally learn like the first group of children.
- Most of the children like the speaking style of their favorite cartoon character. But they enjoy watching that, but they are not practicing in their practical life or there don't have any scope to practice. So, it won't be effective much.
- Guardians think that watching cartoon much isn't good for children but sometimes, their children watching cartoons a lot without any fixed time. They can be violent more and instead of learning properly, it may create a bad impact on them
- Sometimes, Children are just enjoying cartoons without understanding the language, gestures and postures properly. They find the cartoon characters funny but not much effective for their learning sector.

2.4 RECOMMENDATIONS:

Based on the analysis of the data, results from the overall survey, the following recommendations have been made for the solutions of some obstacles-

For Children: -

- They should prefer English cartoons more rather than preferring Hindi, Bangla and other cartoon programs.
- For better understanding the language of the cartoon programs, they can follow English subtitled based cartoon programs.
- They should avoid the cartoon programs which may teach them violent action. They should prefer intellectual, effective cartoon programs with the help of the elders if they fail to select properly.
- They should not watch cartoon programs only for getting enjoyment rather they should have the intention for learning something new from there.
- Though they already like the speaking style, action of their favorite cartoon characters, they should not take the programs only as enjoyment rather they should focus on their own fluency level by watching cartoon programs.

For Guardians: -

- Sometimes, the survey shows that guardians are ambiguous about their children learning process by watching the cartoon programs. They should be more careful if their children are watching effective something or aggressive something from the cartoons.

- They should be selective enough regarding cartoon programs. They can give recommendations to their child to watch some good and informative cartoon programs.
- They should take care of whether their children are watching something in the cartoons which may create a cultural bad influence on them.
- They should recommend their children to watch English cartoons more rather than watching other cartoons. They can also suggest them to watch English subtitled cartoons for understanding better. They can further suggest them to increase their English vocabulary, speaking fluency level by watching informative English cartoons rather than watching funny cartoons and the characters of these funny cartoons only.

3. CONCLUSION

Although the children from Akij Idea School and College, Noapara, Avoy nagor, Jashore are enough intellectual in nature, they have some obstacles to focus on English language learning. They watch cartoon programs a lot like any other children but prefer to watch more in Hindi, Bangla or other cartoons. Some of them prefer to watch English cartoon programs. The objectives of the study were to find out the effect of cartoon programs on childrens' English language learning process, the development or demotion of it and the comparison between two groups of children those who are watching English cartoons more and those who are watching other cartoons.

Learners	English cartoons	Hindi and other cartoons
Two groups of children	5 children	10 children

So, the groups of children who prefer English cartoon most, they have learnt the words like- cat, mouse, exciting, hurrah, hole, live, boxer, baby, map, hills, imagine and so many words. These words have been found from those children who watch English cartoons more. But the children who do not prefer English cartoon rather prefer other cartoons their English learning process is limited. the hypothesis of the study was to find out the impact of cartoon programs how much benefitted in the case of learning second language. So, after discussing all of the issues related to this study, it can be said that second language learning is not easy. For example- children like the actions of the cartoons, their way of speaking and that is why they watch much. Thus, the way, they can learn English language if they watch English cartoons more. But in our context, children are bound to learn English language to cope with the update world. So, sometimes, without any interest, they are just learning English without knowing the language properly. So, there remains some limitation behind learning the language in our country's context. But when a child watch cartoon programs, they enjoy watching it and by enjoying the cartoon programs, they can learn English language when they watch any English subtitled or English cartoon programs.

This study shows that there are some obstacles like children are sometimes prefer Hindi and Bangla cartoons rather preferring English cartoons. Even they like the actions of their favorite character from the cartoon programs. But the suggestion is that they should watch they cartoons which are both interesting and effective. They may follow English Subtitled cartoons for understanding better. And the suggestions for the guardians are that they should be more careful about their children whether their children are watching any violence scene from the cartoons, whether they are victimized by the influence of another culture throughout cartoon programs much. So, cartoon programs should be selective for them, and guardians may help them to select the cartoon programs like subtitled, both interesting and effective etc.

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