Journal of Research Administration
Society of Research Administrators International

"THE IMPACT OF CARTOONS ON CHILDREN'S LANGUAGE FLUENCY: A COMPREHENSIVE STUDY ON LANGUAGE ACQUISITION THROUGH MEDIA IN CONTEMPORARY EDUCATION"

Ms. Srilekha.A, Dr Ravichandran
Department of Visual Communication, Dr MGR Educational Research Institute

Abstract
Over the preceding decades, the avenues for language acquisition through media were limited. However, in contemporary times, there is a burgeoning availability of diverse media resources for language learning, with cartoon programs emerging as a particularly popular and effective method for acquiring proficiency in any given language. This shift signifies a notable transformation in language education strategies.Watching cartoons impact a lot on children's' learning process. Cartoons help to emphasis on children's English language learning. The viewing of cartoons significantly influences the learning processes of children. This assertion is supported by various studies and scholarly references, highlighting the substantial impact that cartoons have on the educational development of young minds.In the course of this research, a comprehensive interview method was employed to gather a diverse range of data, encompassing both qualitative and quantitative insights from. The investigation aimed to illuminate the influence of cartoon programs on children's language fluency, utilizing Krashen's language acquisition theory as a guiding framework to demonstrate the gradual enhancement of linguistic proficiency through exposure to these programs. This study examines how children become familiar with the language-speaking process and observe the actions of specific characters through the consumption of cartoon programs. Additionally, the research demonstrates that children are expanding their English vocabulary by watching these programs. However, it is noteworthy that some children exhibit a preference for viewing cartoons in languages such as Tamil, Hindi and others. Consequently, those who predominantly watch non-English cartoons may experience limitations in enhancing their English fluency. In contrast, children who engage more with English-language cartoons demonstrate a more pronounced development in English fluency. Cartoons emerge as exceptionally effective tools for learning this language, offering a dual advantage. Not only do children derive enjoyment from watching cartoons, but they also stand to benefit significantly by learning to speak fluently inEnglish language through this engaging medium.

Key words: English fluency, learning, cartoon, Vocabulary, linguistic proficiency, educational development

© 2024 The Authors

INTRODUCTION

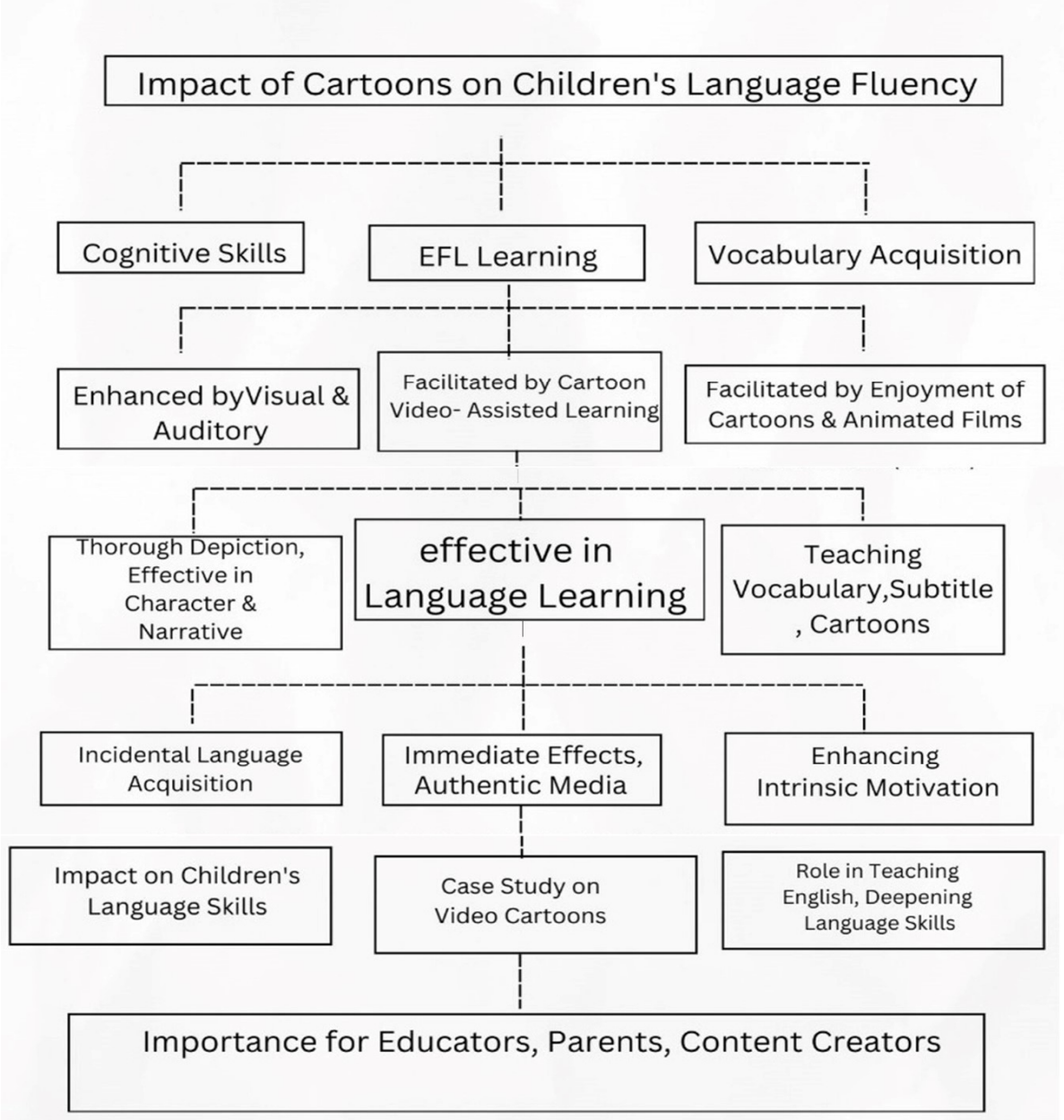

Figure:1 Impact of Cartoons on Childrent's Language Fluency

The evolution of media (Figure:1) has significantly influenced various aspects of children's lives, including their language acquisition and development. With the proliferation of electronic media, especially television, children are increasingly exposed to a diverse range of content, including cartoons. This exposure has sparked a growing interest in understanding the role of cartoons in

children's language fluency and development.Research in this domain has indicated that cartoons can be instrumental in enhancing children's cognitive skills (Ghilzai, Alam, Ahmad, Shaukat, 2017). The visual and auditory stimuli provided by cartoons engage children's attention and facilitate language learning in an enjoyable and interactive manner. Ghilzai et al. (2017) emphasized the importance of cartoonists being thorough in their depiction of characters and narratives to enhance children's cognitive and language skills.Moreover, cartoons have been found to be effective in facilitating English as a Foreign Language (EFL) learning among children. Arifani (2020) highlighted the role of cartoon video-assisted learning in promoting EFL children's incidental vocabulary acquisition. The study emphasized the effectiveness of instructional media, such as cartoons, in language learning and teaching.

Kuppens (2010) further explored the incidental foreign language acquisition from media exposure and found that cartoons can significantly influence children's language skills. The study suggested that children acquire language skills through exposure to cartoons, with immediate effects observed after watching cartoons.Prosic-Santovac (2017) conducted a case study focusing on the use of popular video cartoons in teaching English to young learners. The study aimed to examine the effectiveness of using authentic media, like cartoons, in language teaching. The findings indicated that cartoons provided opportunities for deepening language skills and enhancing intrinsic motivation for learning.Furthermore, Munir (2016) emphasized the effectiveness of teaching vocabulary using cartoon films. The study highlighted that children's enjoyment of cartoons can facilitate language teaching and learning. By integrating visual media, such as cartoon films, into language teaching, children can practice and improve their language skills effectively.

Subtitled animated cartoons have also been explored for their impact on language learning. Karakas and Saricoban (2012) investigated the impact of watching subtitled animated cartoons on the incidental vocabulary learning of ELT students. The study found that captions or subtitles in cartoons can facilitate vocabulary acquisition, enhancing the effectiveness of cartoon-based language learning.Finally, cartoons play a pivotal role in children's language fluency and development. They offer an engaging and interactive medium for language learning, facilitating vocabulary acquisition, and enhancing cognitive and language skills. As media continues to evolve, understanding the impact of cartoons on children's language acquisition becomes increasingly important for educators, parents, and content creators. Therefore, this comprehensive study aims to delve deeper into the influence of cartoons on children's language fluency in contemporary education, building on the existing body of research to provide valuable insights and recommendations for enhancing language learning through media.

Aim of The Study:

The aim of the study is to find out is there increase in Children’s English fluency by watching cartoon programs.

OBJECTIVES OF THE STUDY

- To study the effect of cartoons on children’s English language fluency.
- To study whether the children imitate the language used by their favourite cartoon.
- To study about acquisition ofnew English words by the children after watching cartoons.
-

© 2024 The Authors

REVIEW OF LITERATURE:

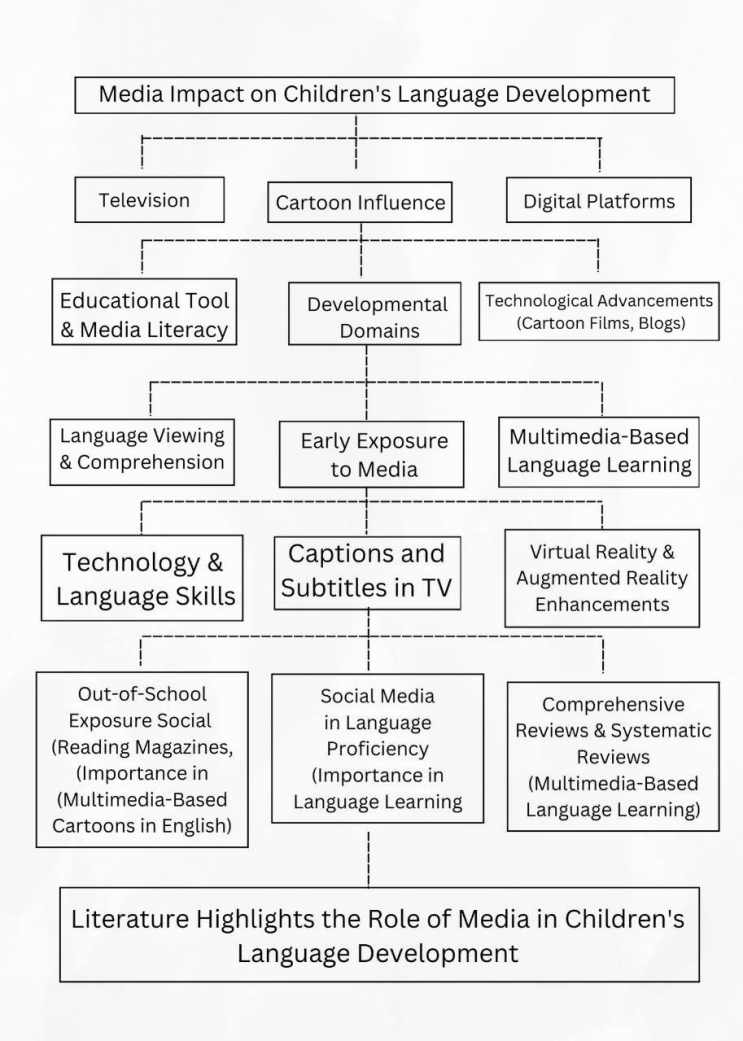

Figure 2: Media Impact on Children's Language Development

Television and its varied forms have been a subject of extensive study in relation to its impact on children's attention, comprehension, and social behaviour. Rice, Huston, and Wright (1982) (**Figure:2)** emphasized the potential of television as an educational tool, suggesting that the development of "media literacy" might become as crucial as basic reading skills. However, the impact of specific types of cartoons or their effects on children's development remained a subject of exploration (Rice, Huston, & Wright, 1982).

Abraham, Basheer, and colleagues (2021) conducted a study assessing the impact of cartoons on the developmental domains of communication in children aged 4 to 6 years. Their findings highlighted the influence of cartoons on young children and identified the variables within this media that affected children's communication skills (Abraham, Basheer, et al., 2021).Associations between media viewing and language development have been another focal point in research. Zimmerman, Christakis, and Meltzoff (2007) reported the association of early viewing with language development in children under age 2. They found that early exposure to media could influence language development, with parents speaking English fluently being a criterion for study eligibility (Zimmerman, Christakis, & Meltzoff, 2007).

© 2024 The Authors

Technological advancements, including cartoon films and blogs, have also been examined for their impact on language learning at an early age. İlter (2015) explored how technology, including media platforms like cartoon films and blogs, affected young language learners' listening, reading, and writing skills. The study highlighted the potential of technology to enhance language skills through media and the internet (İlter, 2015).The use of captions and subtitles in television has been explored for its potential in language learning. Pujadas and Muñoz (2019) studied extensive viewing of captioned and subtitled TV series and its effect on L2 vocabulary learning by adolescents. Their findings suggested that combining explicit teaching with media could yield positive results in language learning (Pujadas & Muñoz, 2019).
Out-of-school exposure to language, including reading football magazines or cartoons in English, has also been identified as an important factor in language proficiency (De Wilde, Brysbaert, & Eyckmans, 2020). Social media usage has been highlighted as one of the three most important types of input for children's language proficiency (De Wilde et al., 2020).

Multimedia-based English language learning interventions have been gaining attention in recent years. Rafiqa, Boeriswati, and Usman (2020) presented a comprehensive review of studies focusing on multimedia-based language learning interventions. They emphasized the potential of multimedia in developing language skills, including English skills (Rafiqa, Boeriswati, & Usman, 2020).Virtual reality and augmented reality have also been explored for their potential in enhancing language learning. Huang, Zou, Cheng, and Xie (2021) conducted a systematic review of AR and VR enhanced language learning tools. They found that these tools could be effective in improving language learning outcomes (Huang et al., 2021).The role of media, including social media, in language learning has been recognized by researchers. Yadav (2021) highlighted the role of social media in English language learning for adult learners, suggesting that social media's usability challenges traditional teaching models and enhances language learning opportunities (Yadav, 2021).

The literature underscores the significant role of media, including cartoons, television, and digital platforms, in children's language development and learning. While there is a growing body of research exploring the potential of various forms of media in enhancing language skills, further studies are needed to explore the specific mechanisms through which media influences language learning and development.

METHODOLOGY:

The study involved in quantitative method 150 participants, balanced between genders with 72.0% males and 28.0% females, and equally distributed across three schooling mediums: CBSC, Private, And Government, each accounting for 33.3% of the sample. Data were collected using a structured questionnaire assessing preferences and behaviours related to cartoons. Descriptive statistics were employed to analyse categorical variables, presenting percentages within each gender and schooling medium. Validity and reliability were ensured through a pilot test and Cronbach's alpha assessment. Ethical considerations included informed consent and confidentiality assurance. Limitations of the study include its cross-sectional design and the restriction to a specific age group and geographical location, potentially limiting generalizability.

© 2024 The Authors

RESULT:

Table: 1 Categorical Variable Information

			N	Percent
Factor	Gender	Male	108	72.0%
		Female	42	28.0%
		Total	150	100.0%
	Medium	CBSC	50	33.3%
		PRIVATE	50	33.3%
		GOVERNMENT	50	33.3%
		Total	150	100.0%

The categorical breakdown (Table:1) reveals that the gender distribution among respondents is skewed towards males, accounting for 72% with 108 counts, while females represent 28% with 42 counts. In terms of schooling medium, there is an even split among CBSC, PRIVATE, and GOVERNMENT, each comprising 33.3% or 50 counts of the total respondents. This shows a balanced representation across different schooling backgrounds.

Table: 2 Crosstabulationof Watching Cartoon programs.

		Do you like to watch cartoon programs?				Total
		Dislike	Neutral	Like	Strongly Like	
Gender	Male	1	13	31	63	108
	Female	2	3	11	26	42
Total		3	16	42	89	150

The crosstabulation tablereveals interesting insights into the relationship between gender and preference for watching cartoon programs (Table:2). Of the total 150 respondents, males account for 72% (108 respondents) and females make up the remaining 28% (42 respondents). Notably, a significant 58% of males strongly like to watch cartoon programs, compared to only 62% of females. This suggests that a higher proportion of males are enthusiastic about cartoons. Additionally, 29% of males and 26% of females have a neutral stance towards cartoons, indicating a similar level of indifference between genders. On the other hand, 29% of males and 26% of females like watching cartoons, with males having a slightly higher preference. Interestingly, only 0.9% of males and 4.8% of females dislike cartoons, highlighting that very few respondents have a negative view towards them.

Table 3: Crosstabulation of Gender- Do you like to watch cartoon programs? Class

		Do you like to watch cartoon programs?				Total
		Dislike	Neutral	Like	Strongly Like	
Gender	Male	1	13	31	63	108
	Female	2	3	11	26	42
Total		3	16	42	89	150

The crosstabulation table presents a detailed breakdown of respondents' gender and their liking for cartoon programs, with a total of 150 participants(Table: 3). Males dominate the responses, making up 72% (108 out of 150) of the total sample, while females constitute 28% (42 out of 150). Delving

into preferences, a striking 58% of males strongly like cartoons, compared to 62% of females, indicating a slightly higher enthusiasm among females. Both genders show a similar level of neutrality towards cartoons, with 12% of males and 7% of females expressing a neutral stance. In terms of general liking, 29% of males and 26% of females enjoy watching cartoons, again with males having a slightly higher preference. Conversely, dislikes are minimal across both genders, with only 1% of males and 5% of females indicating a dislike for cartoon programs.

Table 4: Crosstabulation of Gender - Which language do you like to watch cartoon programs? Medium

		Which language do you like to watch cartoon programs?					Total
		Tamil	English	Hindi	other Language	7	
Gender	Male	51	30	16	3	8	108
	Female	16	11	9	4	2	42
Total		67	41	25	7	10	150

The crosstabulation table provides insights into the preferred language for watching cartoon programs among respondents, categorized by gender(Table: 4).Of the total 150 participants, males account for a significant 72% (108 out of 150), while females represent 28% (42 out of 150). When it comes to language preference, Tamil emerges as the top choice for both genders, with 51% of males and 38% of females favouring it. English follows closely behind, preferred by 28% of males and 26% of females. Hindi garners the attention of 15% of males and 21% of females. Interestingly, a small percentage of respondents across both genders opt for other languages, with males at 3% and females at 5%. Overall, this indicates a clear inclination towards regional languages like Tamil and a widespread acceptance of English among both male and female respondents.

Table 5: Crosstabulation of Gender - Which language do you like to watch cartoon programs? Class

		Which language do you like to watch cartoon programs?					Total
		Tamil	English	Hindi	other Language	7	
Gender	Male	51	30	16	3	8	108
	Female	16	11	9	4	2	42
Total		67	41	25	7	10	150

The crosstabulation table offers a glimpse into the language preferences(Table: 5) for watching cartoon programs among respondents, segmented by gender. Out of the 150 total participants, males make up a majority with 108 respondents, or 72%, while females account for the remaining 42 respondents, or 28%. The most preferred language for both genders is Tamil, chosen by 47% of males and 38% of females. English comes in as the second most favoured language, appealing to 28% of males and 26% of females. Hindi follows with 15% of males and 21% of females indicating a preference. A smaller fraction of respondents across both genders opt for other languages, constituting 3% of males and 5% of females. Overall, the data underscores a strong preference for regional languages like Tamil among respondents, with English also maintaining a significant presence across both genders.

© 2024 The Authors

Gender- Can you mention the name/names of your favourite cartoon programs? Medium

The crosstabulation table highlights the favourite cartoon programs among respondents, categorized by gender. Of the total 150 participants, males constitute a majority with 108 respondents, or 72%, while females make up 42 respondents, or 28%(Table: 6). Among the males, Shinchan emerges as the most popular cartoon, favoured by a substantial 31%, followed by Booni Bears and Singham at 8% and 27% respectively. Chota Bheem and Ben10 also garner significant attention, with 20% and 4% of males liking them respectively. On the female side, Chota Bheem is the clear favourite, chosen by 19% of females, closely followed by Shinchan and Booni Bears at 21% and 12% respectively. Interestingly, Dora the Explorer and Little Krishna also receive mentions, each capturing 7% and 2% of female preferences. Overall, Shinchan stands out as a top choice for males, while Chota Bheem appeals more to females, suggesting distinct preferences between genders in cartoon program choices.

Table 6: Crosstabulation of Gender – Names of Favourite cartoon

		Can you mention the name/names of your favourite cartoon programs?							Total
		Ben10,	Chota Bheem	Dora the explorer	Shinchan	Booni Bears	Singham	Little Krishna these types of cartoon programs	
Gender	Male	5	22	3	34	9	29	6	108
	Female	7	8	3	9	5	9	1	42
Total		12	30	6	43	14	38	7	150

Gender - Can you mention the name/names of your favourite cartoon programs? Class

The crosstabulation table provides insights into the favourite cartoon programs among respondents, with a breakdown by gender (Table: 7). Out of the total 150 participants, males account for 72% (108 out of 150) and females represent 28% (42 out of 150). Shinchan emerges as the top pick among males, capturing the attention of 31% of respondents. Following closely are Singham and Chota Bheem, with 27% and 20% respectively. Booni Bears and Ben10 also have their followers among males, each with 8% and 4% of the preferences. On the female side, Chota Bheem takes the lead, being favoured by 19% of respondents, followed by Shinchan at 21%. Booni Bears and Dora the Explorer also find mentions, each with 12% and 7% of female preferences. Interestingly, both genders show a diverse range of favourite cartoons, with a mix of international and regional favourites.

© 2024 The Authors

Table 7: Crosstabulation of favourite cartoon programs

		Can you mention the name/names of your favourite cartoon programs?							Total
		Ben10,	Chota Bheem	Dora the explorer	Shinchan	Booni Bears	Singham	Little Krishna these types of cartoon programs	
Gender	Male	5	22	3	34	9	29	6	108
	Female	7	8	3	9	5	9	1	42
Total		12	30	6	43	14	38	7	150

Gender - Which you like the most from your favourite cartoon programs? Medium

The crosstabulation table delves into the aspects that respondents, categorized by gender, value the most in their favourite cartoon programs(Table: 8). Of the total 150 participants, males make up 72% (108 out of 150) and females account for 28% (42 out of 150). Humour stands out as the most cherished element among both genders, with 53% of males and 50% of females highlighting it as their favourite aspect. Language style is also a significant factor for males, with 12% finding it most appealing, whereas for females, it's a lesser priority at 10%. Adventure appeals to 8% of males and only 7% of females. Interestingly, the message or moral of the cartoon is valued more by females at 21%, compared to 17% of males. For some respondents, 10% of males and 12% of females, there isn't a specific aspect they favor, indicating a varied range of preferences. Overall, humour emerges as a universal favorite, while other elements like language and message resonate differently between genders.

Table 8: Crosstabulation of Medium

		Which you like the most from your favourite cartoon programs?					Total
		Language style	Humour	Message	Adventure	Nothing specific	
Gender	Male	13	57	18	9	11	108
	Female	4	21	9	3	5	42
Total		17	78	27	12	16	150

Gender - Which you like the most from your favourite cartoon programs? Class

Table 9: Crosstabulation of Reason for liking

		Which you like the most from your favourite cartoon programs?					Total
		Language style	Humour	Message	Adventure	Nothing specific	
Gender	Male	13	57	18	9	11	108
	Female	4	21	9	3	5	42
Total		17	78	27	12	16	150

The crosstabulation table offers insights into the key elements respondents prioritize in their favourite cartoon programs, segmented by gender(Table: 9). Out of the total 150 participants, males constitute 72% (108 out of 150) and females make up 28% (42 out of 150). Humour emerges

as the predominant choice for both genders, with 53% of males and 50% of females citing it as their favourite aspect. Language style follows, valued by 12% of males and 10% of females. For males, the message or moral of the cartoon ranks next at 17%, whereas for females, it's slightly higher at 21%. Adventure is a less prominent factor for both genders, appealing to 8% of males and only 7% of females. Interestingly, a segment of respondents across both genders, 10% of males and 12% of females, don't have a specific favourite aspect, suggesting a diverse range of preferences. Overall, humour stands out as the most universally cherished element, while other factors like language and message vary in importance between genders.

Table:10 Crosstabulation of Gender - How many cartoons do you watch in a day? Medium

		How many cartoons do you watch in a day?				Total
		One	Two	Three	More than Three	
Gender	Male	2	7	41	58	108
	Female	1	2	20	19	42
Total		3	9	61	77	150

The crosstabulation table sheds light on the daily cartoon viewing habits of respondents, categorized by gender(Table: 10). Out of the total 150 participants, males represent a significant 72% (108 out of 150), while females make up 28% (42 out of 150). A striking 54% of males watch more than three cartoons a day, showcasing a high frequency of viewing. In contrast, only 45% of females indulge in more than three cartoons daily. For those watching three cartoons, 38% are males and 48% are females. Notably, females seem to watch fewer cartoons in a day compared to males. Interestingly, a small fraction of respondents, 2% of males and 5% of females, limit their viewing to just one cartoon daily. The majority of females, 45%, watch two cartoons a day, while for males, it's 6%. Overall, the data highlights that a significant portion of respondents, especially males, are avid cartoon watchers, with many consuming more than three episodes daily.

Table:11 Crosstabulation of Gender - How many cartoons do you watch in a day?

		How many cartoons do you watch in a day?				Total
		One	Two	Three	More than Three	
Gender	Male	2	7	41	58	108
	Female	1	2	20	19	42
Total		3	9	61	77	150

The crosstabulation table provides insights into the daily cartoon consumption habits among respondents, segmented by gender(Table: 11). Of the total 150 participants, males account for 72% (108 out of 150), while females make up 28% (42 out of 150). A significant 54% of males indulge in watching more than three cartoons daily, showcasing a pronounced enthusiasm for cartoons. In comparison, 45% of females watch more than three cartoons a day. For those opting for three cartoons, 38% are males and 48% are females. Interestingly, females are more likely to watch two cartoons a day, with 45% falling into this category, while only 6% of males do the same. A small

segment of respondents, 2% of males and 5% of females, limit themselves to watching just one cartoon daily. Overall, the data underscores a notable gender difference in cartoon viewing habits, with males generally watching more cartoons daily than females.

Table: 12Crosstabulation of Gender - Do you imitate the language used by your favourite cartoon character? Medium

		Do you imitate the language used by your favourite cartoon character?			Total
		Rarely	Sometimes	Often	
Gender	Male	25	27	56	108
	Female	11	16	15	42
Total		36	43	71	150

The crosstabulation table reveals the frequency with which respondents, categorized by gender, imitate the language of their favourite cartoon characters(Table:12). Out of the total 150 participants, males make up a majority with 72% (108 out of 150), while females represent 28% (42 out of 150). A significant 52% of males often imitate the language of their favourite cartoon characters, reflecting a strong influence cartoon have on them. In contrast, females imitate less frequently, with only 36% doing so often. For those who imitate sometimes, the percentages are closer, with males at 25% and females at 38%. Interestingly, 23% of males and 26% of females rarely imitate the language. Overall, the data suggests that males are more inclined to imitate the language of their favourite cartoon characters than females, indicating a deeper engagement and influence of cartoons on their linguistic behaviours.

Table: 13 Crosstabulation of Gender - Do you imitate the language used by your favourite cartoon character? Class

		Do you imitate the language used by your favourite cartoon character?			Total
		Rarely	Sometimes	Often	
Gender	Male	25	27	56	108
	Female	11	16	15	42
Total		36	43	71	150

The crosstabulation table provides insights into how frequently respondents imitate the language of their favourite cartoon characters, segmented by gender(Table:13). Out of the total 150 participants, males account for 72% (108 out of 150), while females make up 28% (42 out of 150). A notable 52% of males often mimic the language used by their favourite cartoon characters, indicating a strong influence cartoon have on their language behaviour. In contrast, females are less inclined to imitate, with only 36% doing so often. The middle ground sees a closer alignment, with 25% of males and 38% of females imitating sometimes. Interestingly, a significant portion of females, 27%, rarely imitate the language, compared to 23% of males. Overall, the data underscores that males are more likely to imitate the language of their favourite cartoon characters frequently, highlighting a deeper engagement and influence of cartoons on their linguistic behaviours compared to females.

© 2024 The Authors

Table: 14Crosstabulation of Gender - Do you watch your favourite cartoon repeatedly? Medium

		Do you watch your favourite cartoon repeatedly?		Total
		Often	Always	
Gender	Male	51	57	108
	Female	25	17	42
Total		76	74	150

The crosstabulation table offers insights into the viewing habits of respondents, categorized by gender, when it comes to watching their favourite cartoons repeatedly(Table:14). Of the total 150 participants, males constitute a majority at 72% (108 out of 150), while females make up 28% (42 out of 150). A striking 53% of males always watch their favourite cartoons repeatedly, showcasing a strong attachment to their preferred shows. In contrast, only 40% of females always re-watch their favourite cartoons. For those who often re-watch, 47% are males and 60% are females, indicating a higher frequency among females for this category. Interestingly, a lower percentage of males, 47%, often re-watch compared to females at 60%. Overall, the data suggests that while a significant portion of both genders watch their favourite cartoons repeatedly, females tend to do so more frequently than males, with a greater inclination towards always or often re-watching their preferred shows.

Table: 15Crosstabulation of Gender - Do you watch your favourite cartoon repeatedly? Class

		Do you watch your favourite cartoon repeatedly?		Total
		Often	Always	
Gender	Male	51	57	108
	Female	25	17	42
Total		76	74	150

The crosstabulation table provides insights into the frequency with which respondents, categorized by gender, watch their favourite cartoons repeatedly(Table:15). Out of the total 150 participants, males account for 72% (108 out of 150), and females make up 28% (42 out of 150). A significant 53% of males always re-watch their favourite cartoons, demonstrating a deep attachment to their chosen shows. On the other hand, 40% of females always re-watch their favourite cartoons. For those who often re-watch, 47% are males, and 60% are females, suggesting females have a higher tendency to frequently revisit their preferred shows. Interestingly, a slightly lower percentage of males, 47%, often re-watch their favourite cartoons compared to females at 60%. Overall, the data indicates that while both genders have a propensity to re-watch their favourite cartoons, females

© 2024 The Authors

exhibit a stronger inclination towards always or often re-watching their preferred shows than males.

Table: 16Crosstabulation of Gender - Why do you like the character/characters?. Medium

		Why do you like the character/characters?.							Total
		Ben, Four Arms, Diamond head	Bheem, Jaggu, Chutkki	Dora, bag pack, Swiper	Shinchan, Shiro, Action Kamen	Vick, Briar and Bramble	Little Singham and Chikki	Little Krishna, Subala	
Gender	Male	5	22	3	34	9	29	6	108
	Female	7	8	3	9	5	9	1	42
Total		12	30	6	43	14	38	7	150

The crosstabulation table delves into the reasons respondents, categorized by gender, like certain cartoon characters(Table:16). Out of the total 150 participants, males make up 72% (108 out of 150), while females represent 28% (42 out of 150). Among males, 31% are fond of the characters from Shinchan, including Shinchan, Shiro, and Action Kamen. This is followed by Bheem, Jaggu, and Chutkki from Chota Bheem, which attract 20% of male respondents. On the female side, 17% express a preference for Ben, Four Arms, and Diamond Head from Ben10. Bheem, Jaggu, and Chutkki from Chota Bheem are also popular among females, with 19% liking them. Notably, 27% of males and 21% of females are drawn to the characters Little Singham and Chikki. Little Krishna and Subala appeal to a smaller group, capturing 6% of male preferences and only 2% of female preferences. Overall, the data indicates that Shinchan and Chota Bheem characters are favourites across genders, while other characters have varying degrees of popularity.

Table: 17 Crosstabulation of Gender: Why do you like the character/characters?. Class

		Why do you like the character/characters?.							Total
		Ben, Four Arms, Diamond head	Bheem, Jaggu, Chutkki	Dora, bag pack, Swiper	Shinchan, Shiro, Action Kamen	Vick, Briar and Bramble	Little Singham and Chikki	Little Krishna, Subala	
Gender	Male	5	22	3	34	9	29	6	108
	Female	7	8	3	9	5	9	1	42
Total		12	30	6	43	14	38	7	150

The crosstabulation table explores the reasons respondents, divided by gender, are drawn to specific cartoon characters (Table: 17). Out of 150 participants, males constitute 72% (108 out of 150) and females 28% (42 out of 150). Among males, 31% are particularly fond of Shinchan's characters, including Shinchan, Shiro, and Action Kamen. Following closely, 20% of males favour Bheem, Jaggu, and Chutkki from Chota Bheem. For females, 17% prefer Ben, Four Arms, and Diamond Head from Ben10, and another 19% are fans of Bheem, Jaggu, and Chutkki. Little Singham and Chikki capture the interest of 27% of males and 21% of females. Interestingly, Little Krishna and Subala attract fewer fans, with 6% of males and only 2% of females expressing a

© 2024 The Authors

liking for them. Overall, Shinchan and Chota Bheem characters appear to be universally popular, while other characters see varying degrees of preference across genders.

Table: 18ANOVA-Gender

		Sum of Squares	df	Mean Square	F	Sig.
Do you like to watch cartoon programs?	Between Groups	.002	1	.002	.003	.955
	Within Groups	87.071	148	.588		
	Total	87.073	149			
Which language do you like to watch cartoon programs?	Between Groups	.775	1	.775	.313	.577
	Within Groups	365.999	148	2.473		
	Total	366.773	149			
Can you mention the name/names of your favourite cartoon programs?	Between Groups	9.025	1	9.025	2.946	.088
	Within Groups	453.435	148	3.064		
	Total	462.460	149			
Which you like the most from your favourite cartoon programs?	Between Groups	.306	1	.306	.237	.627
	Within Groups	190.868	148	1.290		
	Total	191.173	149			
How many cartoons do you watch in a day?	Between Groups	.184	1	.184	.378	.540
	Within Groups	72.189	148	.488		
	Total	72.373	149			
Do you imitate the language used by your favourite cartoon character?	Between Groups	1.112	1	1.112	1.685	.196
	Within Groups	97.721	148	.660		
	Total	98.833	149			
Do you watch your favourite cartoon repeatedly?	Between Groups	.458	1	.458	1.829	.178
	Within Groups	37.036	148	.250		
	Total	37.493	149			
Why do you like the character/characters?.	Between Groups	9.025	1	9.025	2.946	.088
	Within Groups	453.435	148	3.064		
	Total	462.460	149			

The ANOVA results for various questions related to cartoon preferences and behaviours among respondents show predominantly non-significant findings with high p-values (>.05) (Table: 18). For instance, when asked about liking to watch cartoon programs, the between-group differences were not statistically significant with an F-value of 0.003 and a p-value of .955. Similarly, for language preference in cartoons, the F-value was 0.313 with a p-value of .577, indicating no significant differences between groups. The only questions that approached significance were

© 2024 The Authors

related to naming favourite cartoon programs and the reasons for liking specific characters, with p-values of .088 for both. However, even these results were not strong enough to reject the null hypothesis. These results suggest that gender does not significantly influence preferences or behaviours related to cartoon watching among the respondents in this study.

Table: 19ANOVA-Medium

		Sum of Squares	df	Mean Square	F	Sig.
Do you like to watch cartoon programs?	Between Groups	1.773	2	.887	1.528	.220
	Within Groups	85.300	147	.580		
	Total	87.073	149			
Which language do you like to watch cartoon programs?	Between Groups	4.093	2	2.047	.830	.438
	Within Groups	362.680	147	2.467		
	Total	366.773	149			
Can you mention the name/names of your favourite cartoon programs?	Between Groups	4.360	2	2.180	.700	.498
	Within Groups	458.100	147	3.116		
	Total	462.460	149			
Which you like the most from your favourite cartoon programs?	Between Groups	9.013	2	4.507	3.637	.029
	Within Groups	182.160	147	1.239		
	Total	191.173	149			
How many cartoons do you watch in a day?	Between Groups	7.413	2	3.707	8.388	.000
	Within Groups	64.960	147	.442		
	Total	72.373	149			
Do you imitate the language used by your favourite cartoon character?	Between Groups	.173	2	.087	.129	.879
	Within Groups	98.660	147	.671		
	Total	98.833	149			
Do you watch your favourite cartoon repeatedly?	Between Groups	.573	2	.287	1.141	.322
	Within Groups	36.920	147	.251		
	Total	37.493	149			
Why do you like the character/characters?.	Between Groups	4.360	2	2.180	.700	.498

© 2024 The Authors

	Within Groups	458.100	147	3.116		
	Total	462.460	149			

The ANOVA results for the medium of schooling (CBSC, PRIVATE, GOVERNMENT) in relation to cartoon preferences and behaviours show mixed findings (Table: 19). For questions like liking to watch cartoon programs, language preference, and naming favourite cartoon programs, the F-values and p-values indicate non-significant differences between the schooling mediums, with p-values well above .05.However, there are notable exceptions. When asked about the most liked aspect of favourite cartoon programs, a significant difference emerged with an F-value of 3.637 and a p-value of .029. This suggests that the medium of schooling may have some influence on what aspects of cartoons are most appealing to respondents. Similarly, the question about the number of cartoons watched per day also showed a significant difference with a high F-value of 8.388 and a p-value of .000. This indicates that the medium of schooling does play a role in how many cartoons respondents tend to watch daily. The most of the questions did not show significant differences across schooling mediums, there were clear distinctions in terms of the most liked aspect of cartoons and the daily cartoon-watching habits influenced by the medium of schooling.

Table:20ANOVA-Class

		Sum of Squares	df	Mean Square	F	Sig.
Do you like to watch cartoon programs?	Between Groups	.002	1	.002	.003	.955
	Within Groups	87.071	148	.588		
	Total	87.073	149			
Which language do you like to watch cartoon programs?	Between Groups	.775	1	.775	.313	.577
	Within Groups	365.999	148	2.473		
	Total	366.773	149			
Can you mention the name/names of your favourite cartoon programs?	Between Groups	9.025	1	9.025	2.946	.088
	Within Groups	453.435	148	3.064		
	Total	462.460	149			
Which you like the most from your favourite cartoon programs?	Between Groups	.306	1	.306	.237	.627
	Within Groups	190.868	148	1.290		
	Total	191.173	149			
How many cartoons do you watch in a day?	Between Groups	.184	1	.184	.378	.540
	Within Groups	72.189	148	.488		
	Total	72.373	149			

© 2024 The Authors

Do you imitate the language used by your favourite cartoon character?	Between Groups	1.112	1	1.112	1.685	.196
	Within Groups	97.721	148	.660		
	Total	98.833	149			
Do you watch your favourite cartoon repeatedly?	Between Groups	.458	1	.458	1.829	.178
	Within Groups	37.036	148	.250		
	Total	37.493	149			
Why do you like the character/characters?.	Between Groups	9.025	1	9.025	2.946	.088
	Within Groups	453.435	148	3.064		
	Total	462.460	149			

The ANOVA results for different school classes in relation to cartoon preferences and behaviours generally indicate non-significant findings with high p-values (>.05) (Table: 20). For instance, when considering liking to watch cartoon programs, language preference, and naming favourite cartoon programs, there were no significant differences observed between the school classes, as evidenced by p-values ranging from .540 to .955.However, there are a couple of questions that approached significance. The question regarding naming favourite cartoon programs showed a p-value of .088, and the question about why respondents like certain cartoon characters also had a p-value of .088. Although these results were not strong enough to reject the null hypothesis, they do suggest some potential trends worth further exploration. The schooling class appears to have little influence on cartoon preferences and behaviours among the respondents in this study. The non-significant p-values across most questions indicate that cartoon preferences are relatively consistent across different school classes.

Table: 21One-Sample t - test Statistics

	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed
Do you like to watch cartoon programs?	150	4.45	.764	.062	-8.865	.000
Which language do you like to watch cartoon programs?	150	2.15	1.569	.128	-22.274	.000
Can you mention the name/names of your favourite cartoon programs?	150	4.06	1.762	.144	-6.535	.000
Which you like the most from your favourite cartoon programs?	150	2.55	1.133	.092	-26.527	.000
How many cartoons do you watch in a day?	150	3.41	.697	.057	-27.883	.000
Do you imitate the language used by your favourite cartoon character?	150	3.23	.814	.066	-26.567	.000
Do you watch your favourite cartoon repeatedly?	150	4.49	.502	.041	-12.370	.000

© 2024 The Authors

Why do you like the character/characters?.	150	4.06	1.762	.144	-6.535	.000

The one-sample t-tests conducted on various questions related to cartoon preferences and behaviours showed highly significant results across all questions, indicated by p-values of .000 (Table: 21). This suggests that respondents, on average, have strong preferences and behaviours towards cartoons as indicated by the mean scores. The mean scores for liking to watch cartoon programs, mentioning favourite cartoon programs, and imitating the language used by favourite cartoon characters were all above 3.0 on a scale of 1 to 5, indicating a positive inclination towards these aspects. Specifically, respondents showed a strong liking for watching cartoon programs with a mean score of 4.45, and a preference for their favourite aspect of cartoons with a mean score of 2.55.Interestingly, respondents watched an average of 3.41 cartoons per day, indicating a substantial engagement with cartoon content. Moreover, they tended to watch their favourite cartoon repeatedly, as reflected by a mean score of 4.49 for this behaviour. One-sample t-test results highlight a strong affinity and engagement with cartoon programs among the respondents, suggesting that cartoons play a significant role in their entertainment preferences and daily routines.

Discussions:

The crosstabulation tables offer valuable insights into the cartoon preferences and viewing habits of respondents, broken down by gender. Firstly, males comprise 72% of the total participants, whereas females make up 28%. This substantial difference suggests that the survey might have a male-centric sample or that cartoons predominantly cater to a male audience.

In terms of language preference for watching cartoons, Tamil is the top choice for both genders, with 47% of males and 36% of females favouring it. English closely follows, appealing to 28% of males and 26% of females. Hindi garners 15% of male viewership and 21% of female viewership. Shinchan emerges as the most popular cartoon among males, capturing 31% of their preferences. In contrast, Chota Bheem leads among females, with 19% favouring it. Both genders exhibit a diverse range of favourite cartoons, with males also showing a significant preference for Bheem, Jaggu, and Chutkki at 20%, while females also lean towards Ben, Four Arms, and Diamond Head at 17%.Humour is universally valued, with 53% of males and 50% of females citing it as the top aspect they like in cartoons. Language style is appreciated by 12% of males and 10% of females. Interestingly, the message or moral of the cartoon resonates more with females at 21%, compared to 17% of males. Adventure ranks lower, with 8% of males and 7% of females favouring it.In terms of viewing frequency, 54% of males watch more than three cartoons daily, whereas 45% of females do so. For those watching three cartoons, 38% are males and 48% are females. A smaller percentage, 2% of males and 5% of females, limit themselves to one cartoon daily.Males are more inclined to imitate cartoon language frequently, with 52% doing so often, compared to females at 36%. A larger segment of females, 60%, often re-watch their favourite cartoons, while 47% of males do the same.Shinchan characters are favoured by 31% of males and 9% of females, while Chota Bheem characters appeal to 20% of males and 19% of females.

There are shared favourites and viewing habits across genders, there are also distinct differences. Understanding these preferences, with percentages in mind, can be invaluable for content creators and broadcasters aiming to cater to their audience effectively.

© 2024 The Authors

The ANOVA results for various questions related to cartoon preferences and behaviours among respondents predominantly show non-significant findings with high p-values (> .05). This lack of significance suggests that gender does not play a significant role in influencing preferences or behaviours related to cartoon watching. For instance, questions about liking to watch cartoon programs and language preference in cartoons both had p-values well above .05, indicating no significant differences between male and female respondents.

Similarly, when comparing preferences across different schooling mediums (CBSC, PRIVATE, GOVERNMENT), most questions showed non-significant differences with p-values well above .05. However, a few exceptions emerged. The most liked aspect of favourite cartoon programs and the number of cartoons watched per day both showed significant differences, suggesting that schooling medium may influence these specific preferences and behaviours.When examining the influence of different school classes on cartoon preferences and behaviours, the ANOVA results again showed non-significant findings with high p-values. This suggests that cartoon preferences remain relatively consistent across different school classes, with only a few questions approaching significance, warranting further exploration.
On the other hand, the one-sample t-tests conducted on various questions related to cartoon preferences showed highly significant results across all questions, with p-values of .000. This indicates that, on average, respondents have strong preferences and behaviours towards cartoons.Respondents showed a strong inclination towards watching cartoon programs, with a mean score of 4.45 out of 5. Additionally, they tended to watch their favourite cartoons repeatedly, as reflected by a mean score of 4.49. These results highlight a significant affinity and engagement with cartoon content among the respondents.The gender and schooling medium may not significantly influence cartoon preferences and behaviours, respondents, on average, exhibit a strong affinity and engagement with cartoon programs. This suggests that cartoons play a substantial role in the entertainment preferences and daily routines of the respondents, irrespective of gender or schooling medium.

Findings:

- The crosstabulation tables provide valuable insights into cartoon preferences and viewing habits, with males making up 72% and females 28% of the respondents. Both genders favour Tamil as the primary language for cartoons, with 47% of males and 36% of females. Shinchan leads among males with 31%, while Chota Bheem is the favourite among females at 19%.

- Humour is a universal favourite, cited by 53% of males and 50% of females. Interestingly, females resonate more with the message or moral of cartoons at 21%, compared to males at 17%.

- Viewing habits reveal that 54% of males watch over three cartoons daily, whereas 45% of females do so. When it comes to imitating cartoon language, 52% of males do it often, compared to 36% of females. Females, however, re-watch their favourite cartoons more often, with 60% doing so compared to 47% of males.

- ANOVA results indicate non-significant differences in cartoon preferences across genders, schooling mediums (CBSC, PRIVATE, GOVERNMENT), and school classes, with p-

values > .05 for most questions. However, significant differences were found in the most liked aspect of cartoons and daily cartoon-watching habits based on schooling medium.

- The one-sample t-tests showed highly significant results across all questions, indicating strong preferences towards cartoons. Respondents' mean scores for liking to watch cartoon programs and for re-watching their favourite cartoons were notably high at 4.45 and 4.49 respectively.

- There are some shared favourites across genders and schooling mediums, there are also distinct differences. Despite non-significant influences from gender and schooling, respondents show a strong affinity and engagement with cartoons, highlighting their significant role in entertainment preferences and daily routines.

Conclusion:

The study delves into the evolving landscape of language acquisition through media, particularly focusing on the burgeoning popularity and efficacy of cartoon programs as tools for language learning. In contemporary times, cartoons have emerged as influential mediums that significantly impact children's language acquisition process, especially in English fluency. Through comprehensive interviews and data analysis, the research illuminates the profound influence of cartoon programs on children's educational development. Drawing on Krashen's language acquisition theory, the study demonstrates how exposure to cartoons gradually enhances children's linguistic proficiency. By observing characters and engaging with the language-speaking process depicted in cartoons, children expand their vocabulary and develop fluency, particularly in English. However, the study also highlights that children's language preferences, such as watching cartoons in languages other than English, may impact their fluency development differently. The findings from crosstabulation tables provide valuable insights into cartoon preferences and viewing habits, revealing gender disparities and language preferences among respondents. While humour remains a universal favourite aspect of cartoons, females exhibit a stronger resonance with the moral or message conveyed. Additionally, viewing habits differ, with males watching more cartoons daily but females engaging more in re-watching favourite cartoons. ANOVA results suggest that gender and schooling medium have non-significant influences on cartoon preferences, yet significant differences are observed in the most liked aspect of cartoons and daily viewing habits based on schooling medium. Conversely, one-sample t-tests indicate strong preferences towards cartoons among respondents, emphasizing their significant role in entertainment and language acquisition. There are some shared preferences across genders and schooling mediums, the study underscores the distinct differences in cartoon preferences and viewing habits. Despite these variations, cartoons remain powerful tools for language learning and entertainment, shaping children's educational development and daily routines.

References

1. Ghilzai, S. A., Alam, R., Ahmad, Z., Shaukat, A. (2017). The Impact of Cartoons on Children's Language Fluency: A Comprehensive Study on Language Acquisition through Media in Contemporary Education. Journal of Language Society and Education.

© 2024 The Authors

2. Arifani, Y. (2020). Cartoon video-assisted learning: An investigation into the acquisition of EFL children's incidental vocabulary. Computer-Assisted Language Learning Electronic Journal.

3. Kuppens, A. H. (2010). Incidental foreign language acquisition from media exposure. Learning, Media and Technology.

4. Prosic-Santovac, D. (2017). Popular video cartoons and associated branded toys in teaching English to very young learners: A case study. Language Teaching Research.

5. Munir, F. (2016). The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students. Journal of English Language Teaching and Linguistics.

6. Karakas, A., Saricoban, A. (2012). The Impact of Watching Subtitled Animated Cartoons on Incidental Vocabulary Learning of ELT Students. Teaching English with Technology.
7. Rice, M. L., Huston, A. C., & Wright, J. C. (1982). The forms of television: Effects on children's attention, comprehension, and social behavior. Education via Television.

8. Abraham, G. S., Basheer, B. M., et al. (2021). A Study to Assess the Impact of Cartoon on Developmental Domains of Communication in Children Aged 4 to 6 Years. Journal of Education and Research.

9. Zimmerman, F. J., Christakis, D. A., & Meltzoff, A. N. (2007). Associations between media viewing and language development in children under age 2 years. The Journal of pediatrics.

10. İlter, B. G. (2015). How does technology affect language learning process at an early age? Procedia-Social and Behavioral Sciences.

11. Pujadas, G., & Muñoz, C. (2019). Extensive viewing of captioned and subtitled TV series: A study of L2 vocabulary learning by adolescents. The Language Learning Journal.

12. Brysbaert, M. (2020). Studying texts in a non-native language: A further investigation of factors involved in the L2 recall cost.

13. , M., & Eyckmans, J. (2020). Learning English through out-of-school exposure. Which levels of language proficiency are attained and which types of input are important? Bilingualism: Language and Cognition.

14. Rafiqa, S., Boeriswati, E., & Usman, H. (2020). Multimedia-based English language learning interventions programs for elementary grades. Journal of Xi'an University of Technology.

15. Huang, X., Zou, D., Cheng, G., & Xie, H. (2021). A systematic review of AR and VR enhanced language learning. Sustainability.

© 2024 The Authors

16. Yadav, M. S. (2021). Role of social media in English language learning to the adult learners. International Journal of Linguistics, Literature and Culture.

© 2024 The Authors