



The Role of Cartoons, Nursery Rhymes, and Adult-Child Conversations in Cultivating Multilingual Proficiency in Children: A Perspective from Pakistan

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Abstract

The researcher opted to utilize cartoons and nursery rhymes as the focal point of this study. The theoretical framework employed includes Vivian Cook's theory of Universal Grammar (UG) support in Second Language Acquisition (SLA), as well as his Multi-Competence model, alongside Rod Ellis's model concerning the role of input in second language (L2) learning. The primary objective was to ascertain the influence of cartoons and nursery rhymes on the L2 acquisition of children. Employing a qualitative research approach, the researcher employed interview guides and conducted in-depth interviews to gather rich and detailed insights. The qualitative data collected was subsequently quantified and subjected to descriptive statistical analysis. Convenient sampling was utilized to select a group of 11 mothers of 5-year-old children residing in Nawab Town, Lahore, who participated in the study. As young children might not possess the capacity to provide extensive self-information, the mothers were interviewed to gain comprehensive information through their perspectives. The findings of the study indicate that cartoons and nursery rhymes indeed play a significant role in facilitating children's acquisition of their second language. These media also contribute to the assimilation of L2 culture, intertwined with the L2 learning process. Furthermore, the study reveals that exposure to cartoons and nursery rhymes can influence children's behavior, yielding both positive and negative impacts. The extent of these impacts is contingent upon the parenting style of the children's caregivers, whether they adopt a lenient or strict approach in handling their children's affairs.

Keywords: Cartoons and nursery rhymes, multilingual, L2 acquisition, second language acquisition, multi-competence model.

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Introduction

Multilingualism, as described by Myers-Scotton (2006), pertains to an individual's ability to speak two or more languages. Most of the the world's population is multilingual, with the foundation of this ability often laid at home. During childhood, a language is unconsciously acquired, commonly referred to as the mother tongue, first language, native language, or L1. Following the acquisition of the L1, a child typically proceeds to unconsciously acquire a second language, known as the L2. At a certain point, the child identifies themselves as multilingual.

The process of acquiring the L2, as outlined by Myers-Scotton, is influenced by a variety of factors. These factors encompass whether the child acquires the L2 through interactions with parents, siblings, peers, educational institutions, technology, media, and other means. In this study, the researcher's focus was on how children acquire their L2 through the utilization of cartoons and nursery rhymes. Occasionally, a child not only learns the L2 language but also absorbs the associated cultural nuances. This research delves into how a natural predisposition for language acquisition aids children in grasping both the L2 language and its cultural context through exposure to cartoons and nursery rhymes.

Cartoons and Rhymes in Vocabulary Learning

Dakin (1968) discusses the valuable role of rhymes and cartoons in aiding the acquisition of vocabulary, grammar, rhythm, and intonation in language learning. Dakin's work also presents an extensive compilation of rhymes and songs that significantly influence vocabulary and grammar acquisition. In a similar vein, Murphy (1990) underscores the significance of songs and rhymes in the context of learning a second language. He highlights that cartoons hold particular importance, especially for children, as they foster a fresh perspective and enhance their ability to explore the world.

Strachey (1950) delves into how poems and songs can be leveraged to augment learning skills and speech fluency. These creative forms also contribute to refining fundamental grammar rules and pronunciation. August, Carlo, Dressler, and Snow (2005) present the perspective that students who exhibit slower vocabulary acquisition in a second language perform comparatively well in relation to their peers. Undoubtedly, the importance of vocabulary acquisition in second language learning cannot be overlooked. Students who have been engaged with the English language for an extended duration may possess the ability to read and comprehend

simple texts, yet they often face challenges with more intricate materials. Additionally, they may lack the confidence to effectively utilize their vocabulary when communicating with non-native speakers.

Amidst the plethora of techniques and strategies for teaching and learning English vocabulary, the utilization of visual aids, particularly through films, videos, or photographs, emerges as one of the most potent and engaging methodologies.

Media Exposure and Children's Interaction

The linguistic input that children receive from exposure to media can contribute to their language development to some extent. A series of studies conducted by Roseberry, Hirsh-Pasek, and Golinkoff (2009) delved into the impact of videos on the language development of young children. The sample included 96 children aged 30 to 42 months. The initial study explored the potential of aiding children's vocabulary acquisition through a combination of social interaction and video exposure. The subsequent study investigated whether toddlers could acquire language solely from video content. The third study focused on whether children experienced genuine social connection similarly whether the experimenter was physically present or not. Roseberry et al. (2009) concluded that young children can primarily learn vocabulary through social interaction, while older children can also learn vocabulary from television independently.

Exposure to television language can lead to the growth of passive vocabularies, which can later become active through interactive experiences. Zimmerman, Christakis, and Meltzoff (2007a) conducted a study to examine the influence of media exposure on language development in young children. The age range of the participants was 8 to 24 months. After exposing children to one hour of educational programs like Baby Einstein or the Brainy Baby series per day, Zimmerman et al. (2007a) observed only marginal growth in vocabulary. In contrast, Linebarger and Walker (2005) found that while programs like Barney and the Teletubbies had a lesser impact on vocabulary acquisition compared to other educational shows like Blue's Clues and Dora the Explorer, they significantly improved language production.

Linebarger and Vaala (2010) explored the ways young children learn from media and investigated how screen media affects language development in children. Their study considered various factors, including child

characteristics, the nature of screen stimulation, and the environmental context in which screens are used. Zimmerman et al. (2009) suggested that listening primarily contributes to passive vocabulary growth—where words are understood but not yet used in speech. However, these passive vocabularies become active through interactions with others.

Preliminary studies indicate that infants imitate fewer actions from TV instructional programs compared to live adult demonstrations. Krcmar, Grela, and Lin (2007) studied the role of television in children's language acquisition and also explored the impact of adult interaction on language development while children watched live TV broadcasts. According to Krcmar et al. (2007), toddlers were more successful in learning new languages through live television programs compared to children's educational TV shows.

Parental involvement during media exposure plays a crucial role in children's language development. Bittman, Rutherford, and Brown (2011) highlighted that both parental participation and the child's media consumption contribute to creating an interactive context that allows children to apply new vocabulary in practical situations, thereby enhancing their language proficiency. However, this interactive aspect is limited in child-targeted TV shows.

Direct exposure to television programming, as pointed out by Zimmerman et al. (2009), does not significantly aid children's language development. Yet, there is a clear correlation between adult-child interaction and positive language development in children. Several research gaps have been identified based on the concise introduction and literature review. Firstly, while previous studies have examined media in a general sense, this study delves specifically into the realm of cartoons and nursery rhymes as elements of media. Secondly, while most research has focused on how children acquire language through videos and social interaction, this study not only investigates the acquisition of a second language (L2) through cartoons and nursery rhymes but also explores the acquisition of L2 culture. Thirdly, while many inquiries have explored changes in children's behavior due to media exposure, this study uniquely investigates how children's behavior changes as a result of media consumption.

For this study, a qualitative approach was employed, utilizing interview guides and conducting in-depth interviews. This qualitative data was analyzed by discussing the participants' experiences using the interview guide. This choice of methodology was driven by the fact that many mothers involved in the study were not highly educated, making it challenging for them to complete closed-ended questionnaires effectively.

The study draws on the theory of Universal Grammar (UG) support in Second Language Acquisition (SLA), as proposed by Vivian Cook, along with his Multi-Competence model. This theory posits that multilingual individuals possess interconnected linguistic systems. This aligns with the concept of Universal Grammar, which asserts that humans are born with an inherent language faculty enabling them to naturally acquire language. According to the UG theory, the presence of UG support in SLA suggests that children have a predisposition to acquire language, including multiple languages, facilitated by exposure to linguistic input. The study examines how exposure to different languages, particularly through media content like cartoons and nursery rhymes, taps into innate language acquisition abilities, shaping language development and cognitive processes. Additionally, the study employs Rod Ellis's perspective on the role of input in L2 learning. Ellis's Input Hypothesis suggests that learners acquire language when they encounter comprehensible input slightly beyond their current linguistic competence. This input should contain language structures understandable in context yet challenging enough to promote incremental language development. The study demonstrates how media, including cartoons and nursery rhymes, serves as valuable input for multilingual children, aiding in vocabulary acquisition, grammar development, and overall language learning.

With the foundation of these theories, this study examines the role of media and its influence on a child's development into a multilingual individual within society. A unique aspect of this study is its focused exploration of how cartoons and nursery rhymes contribute to children's multilingualism.

This research can offer valuable insights to parents by emphasizing the significance of media in language acquisition. Furthermore, it highlights the benefits of parental monitoring and engagement with their children, creating an environment for discussing the content of media shows. Parents are encouraged to recognize the importance of children's programs and select television content judiciously, considering media as a tool for disseminating ideas to a broad audience. To address any potential negative attributes, parents are advised to critically evaluate media content and establish time limits, aligning with Christakis's view that parents should be well-informed about activities fostering their children's growth (Christakis, 2009, p. 13).

Research Questions

The study addresses the following research questions:

1. How does the interaction between cartoons, nursery rhymes, and adult-child conversations contribute to children's acquisition of a second language (L2)?
2. What influence do cartoons, nursery rhymes, and adult-child conversations have on the development of L2 culture among children?
3. How do cartoons, nursery rhymes, and adult-child conversations impact the behavioral changes observed in children?

Literature Review

Language Acquisition Theory

Language, as viewed by behaviourists, is considered a verbal activity. Drawing from the empirical methods of John Locke and Skinner, behaviourists assert that the mind starts as an undeveloped entity and gradually accumulates inputs from the external world. Consequently, each individual is shaped to align with their surroundings. Chomsky, however, introduced a different perspective by highlighting the influence of geography and environment on human culture, indicating that language development in children is, to some extent, an imitation of their surroundings (2006).

In contrast, Chomsky also identified an aspect of a child's language development that is independent of the environment. This aspect is referred to as the "critical period," which spans from the developmental and maturation phase of the brain's language organ until it starts to diminish and decline, typically around the age of 12 (2006). This concept elevated the process of language acquisition to a level beyond mere learning. It underscored the profound importance of a person's early years in attaining a high level of linguistic proficiency. Consequently, early education plays a pivotal role in fostering language development.

Media's Impact on Children's L2 Acquisition

According to Christakis, the initial language learning process involves children acquiring language through interactions within their environment. Apart from interactions with immediate family members, children also come across language through screen media. In the late 1990s, using

children's television as an educational tool gained widespread acceptance. Presently, over 90% of children regularly watch television (2009). Children and young adults aged 8 to 18 spend an average of 7 hours and 38 minutes per day consuming entertainment media, as reported by the Kaiser Family Foundation (2010). Consequently, media now plays a pivotal role in the daily lives of children and young people.

Responsive and generative language skills in children are heavily dependent on early learning. As Christakis (2009) explains, during this developmental phase, when language gradually becomes a part of a child's consciousness, language acquisition occurs through exposure. Bronfenbrenner (1979) emphasizes that engagement in shared activities is crucial for effective language acquisition. The child's immediate environment has been infiltrated by media, and its impact is undeniably significant. Krcmar, Grela, and Lin (2007), along with Roseberry, Hirsh-Pasek, and Golinkoff (2009), both assert that when videos are used in conjunction with genuine social interactions, toddlers can efficiently acquire language. Similar conclusions were drawn by Krcmar et al. (2007) and Roseberry et al. (2009), suggesting that videos alone can help older children learn new words. However, Krcmar et al. (2007) observed that children reacted and focused more on videos when adults were present. Additionally, Zimmerman, Christakis, and Meltzoff (2007a) highlighted how certain interactive children's television programs can assist kids in learning new vocabulary. Therefore, interaction plays a vital role in language acquisition. Essentially, language is a social phenomenon. Although children may be exposed to language through television, comprehension only occurs when they engage with it and use it in regular conversations.

Media's Impact on Children's L2 Cultural Adoption

The realm of cartoons, as Pavlenko (2014) suggests, triggers joyful memories of childhood, fostering positive associations with American culture and the English language. Language acquisition within cartoons is particularly receptive during this phase due to its inherent meaningfulness. Black (2003) emphasizes that cartoons offer a phenomenon through which young individuals not only find amusement but also gain insights into diverse aspects of society.

Moreover, Abundun (2009) introduces the concept of "mirroring," which explains how as individuals grasp a new language, they also assimilate a fresh persona influenced by their perceptions of the cultural context linked

to that language. It is quite commonplace for children to embody the traits of cartoon characters due to their humor, engaging nature, and carefree demeanor, which naturally captivate the younger audience. Creating an enjoyable milieu is crucial for effective second language acquisition.

Media's Impact on Children's Changing Behavior

Sudha's research (2011) indicates that the impact of watching cartoons is more pronounced on respondents in their late youth as opposed to those in their early youth. The attitudes of children are also influenced by various factors such as siblings, media exposure, age, gender, and the amount of time spent watching television. This change in behavior can lead to aggression, insensitivity, and passivity. According to Sultana (2014), cartoons are responsible for children spending more time watching TV instead of engaging in productive activities. Through surveys and interviews across different social classes in Bangladesh, she found that many parents allow their children to watch TV to complete tasks or take a break, unaware of the negative consequences of prolonged television viewing. Gradually, television viewing takes over other activities, even during meals or homework. As a result, both parents and children struggle to manage their real-life responsibilities, leading to a negative impact on their overall well-being. Sultana concluded that while cartoons may be entertaining, they contribute to detrimental effects on children's mental and social development, fostering addiction.

Maqsood and Amer (2014) conducted research on the influence of multilingual cartoons on young children. They argued that such cartoons often erode children's moral and religious values while also affecting their language and social interactions. They likened young minds to "wet clay," easily molded into different shapes. The violence and ethical values depicted in cartoons make young minds particularly susceptible to influence. Consequently, children often imitate the speech patterns of their favorite cartoon characters and may even imagine themselves as those characters in real life. Early exposure to cartoons can influence a child's subconscious and pose challenges later in life when adjusting to real-world circumstances becomes difficult. This, in turn, hampers their social, moral, ethnic, and cognitive development. Maqsood and Amer gathered data through interviews with parents in Islamabad and concluded that intercultural cartoons significantly impact young Pakistani children. The clash between the moral, social, and religious values of predominantly Muslim Pakistan and those of other cultures, such as Christian and Hindu, is evident. The popularity of intercultural animations among Pakistani children has been steadily increasing (2014).

Research Methodology

Participants

A total of 11 mothers with 5-year-old children participated in this research study. The decision to select these specific mothers was influenced by the researcher's residence in Nawab Town. These mothers were neighbors of the researcher, which facilitated convenient access for data collection. The choice of this particular age group of children was informed by the fact that children around the age of 5 typically commence their schooling and are exposed to various learning environments, including their second language (L2) learning, alongside their interactions with cartoons and nursery rhymes. Convenience sampling was utilized as the sampling technique for this study. Given that young children of this age group might not be capable of providing substantial information about themselves, data was primarily collected from the mothers. The data collection took place in Nawab Town, located in Lahore, Pakistan.

Research Instrument

The researcher employed a qualitative approach for this study, utilizing an interview guide as the primary data collection tool. This choice was informed by the fact that many of the mothers involved lacked formal education, making it challenging for them to complete closed-ended questionnaires independently. In cases where mothers faced educational limitations, the researcher assisted them in comprehending the statements, subsequently recording their answers as provided during the interview. The data was gathered through the interview guide and subsequently analyzed using charts. To gain a deeper understanding of maternal perspectives, in-depth interviews were also conducted.

The interview guide consisted of three main sections, each addressing a distinct aspect: (i) The role of cartoons and nursery rhymes in children's acquisition of a second language (L2), (ii) The influence of cartoons and nursery rhymes on the development of L2 culture, and (iii) The impact of cartoons and nursery rhymes on changes in children's behavior. The first section contained five open-ended questions and five corresponding themes, while the second section comprised four open-ended questions and four corresponding themes. Similarly, the third section encompassed four open-ended questions and four corresponding themes.

Within the interview guide, a total of fourteen distinct themes were addressed. The themes covered in Section A included: (i) Assessment of media as positive, negative, or neutral, (ii) The extent to which children

employ cartoons or nursery rhymes to communicate in L2, (iii) The role of social interactions in facilitating L2 acquisition, (iv) Children's preference between cartoons and nursery rhymes, and (v) Evaluation of the impact of cartoons and nursery rhymes on children's L2 acquisition. In Section B, the themes encompassed: (i) The joint role of cartoons and nursery rhymes in fostering L2 culture acquisition, (ii) Identification of activities reflecting L2 culture among children, (iii) Maternal sentiments toward their children's adoption of L2 culture, and (iv) Identification of positive and negative aspects of L2 culture adoption. Lastly, the themes covered in Section C included: (i) Assessment of cartoons' and nursery rhymes' influence on children's behavior as positive or negative, (ii) Establishment of television watching schedules and corresponding routines, (iii) Emulation of qualities associated with protagonists and antagonists, and (iv) Identification of the devices used for viewing cartoons and nursery rhymes, such as television or mobile phones, or a combination of both.

Data Collection Procedure

The researcher conducted a field visit to Nawab Town, where they engaged with eleven mothers to gather data for the study. Data collection took place through various methods, including audio recordings with the mothers' consent and written notes. The participants had varying levels of education, leading to diverse language choices during the research process. Educated participants responded to the researcher's questions in English, while those with limited education answered in Urdu. For the latter group, the researcher translated their Urdu responses into English at a later stage.

Data Analysis Procedure

A total of 11 respondents actively participated in this study. The data from these 11 participants was thoroughly examined and all of their responses were included in the final analysis. In order to fulfill the study's objectives, the researcher transformed the qualitative data into quantitative form, utilizing descriptive statistics. The data was then meticulously organized and interpreted using tables and pie charts. The tables were constructed to highlight recurring themes and capture the participants' responses, complete with frequencies and percentages. Additionally, the researcher generated pie charts using Microsoft Excel, showcasing the distribution of respondents' answers in terms of percentages. These pie charts were subsequently incorporated into the MS Word document alongside the relevant tables. The findings of the analysis unveiled a significant role played by cartoons and nursery rhymes in facilitating the acquisition of a second language (L2) among children. Furthermore, these cultural

elements were found to contribute to the development of L2 culture and even led to observable changes in behavior among the participants.

Results

Section A: The Role of Cartoons and Nursery Rhymes in a Child’s L2 Acquisition has the following five themes:

- **Media: Good, Bad or Neutral**

Table 1: Media as Good, Bad or Neutral

Name of Stories	Frequency	Percentage
Good	04	36%
Bad	01	9%
Neutral	06	55%
Total	11	100%

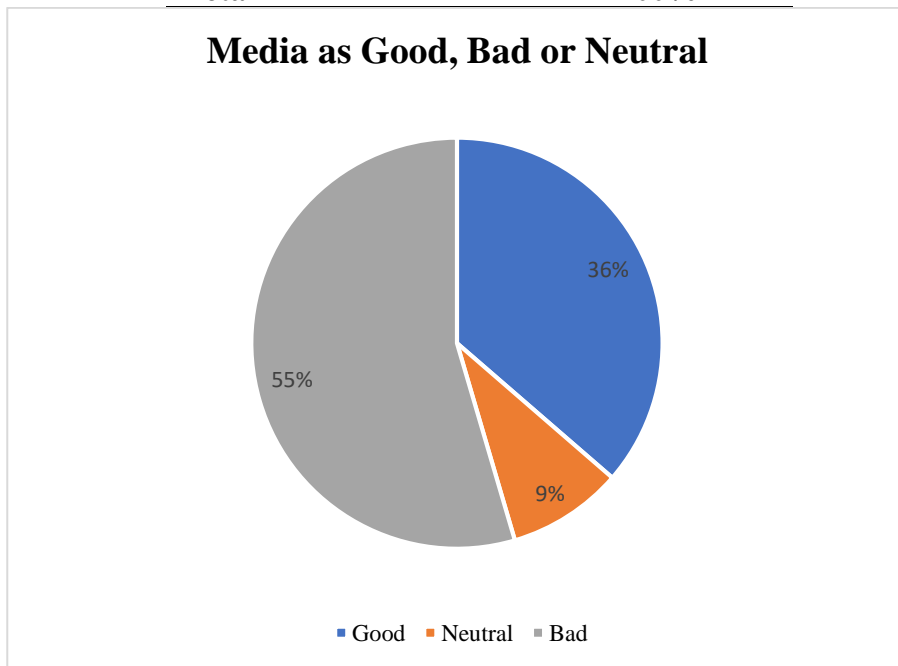


Figure 1: Graph of Media as Good, Bad or Neutral

Most of the participants considered media as neutral. They said that we cannot ignore the effectiveness of media, it is an effective medium to communicate, sharing information, interests and ideas. All we can do is monitor our children about what type of content they are watching. Mothers said that media is good in a controlled environment and with age-

appropriate content. Minority of the mothers considered media as bad for their children.

- **Children Speaking L2 through Cartoons or Nursery Rhymes**

Table 2: Children Speaking L2 through Cartoons or Nursery Rhymes

Name of Stories	Frequency	Percentage
Cartoons	04	36%
Nursery Rhymes	07	64%
Total	11	100%

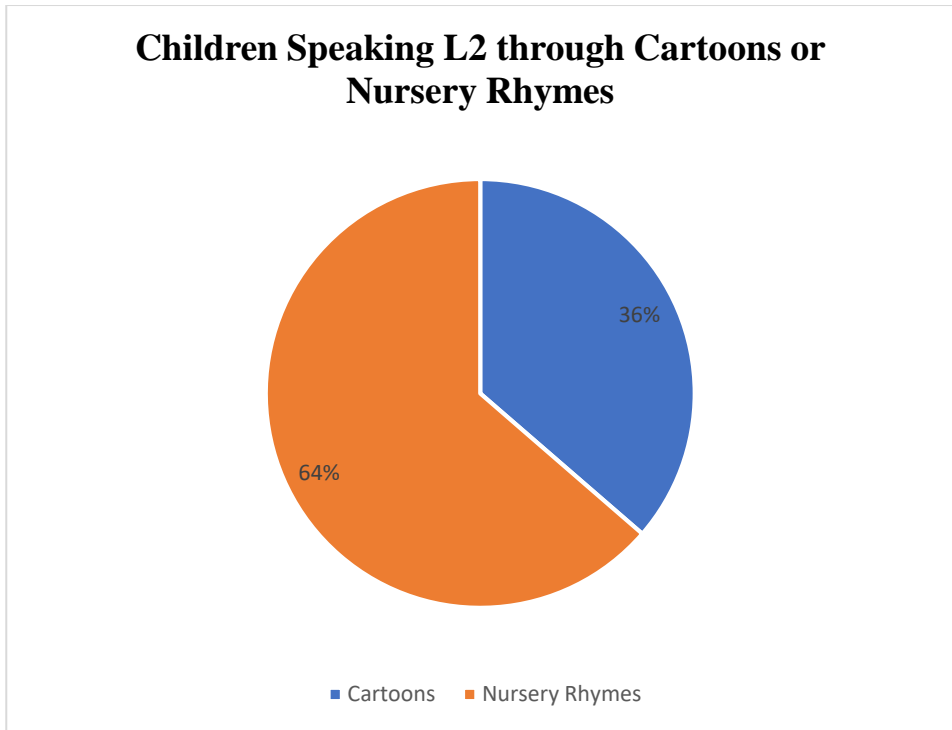


Figure 2: Graph of Children Speaking L2 through Cartoons or Nursery Rhymes

All the participants told the researcher that their children speak L2 with the help of both cartoons and nursery rhymes but most of the L2 vocabulary is from the nursery rhymes. They said that their children have learnt much of the L2 vocabulary from nursery rhymes.

- **Acquisition of L2 with or without Social Interactions**

Table 3: Acquisition of L2 with or without Social Interactions

Name of Stories	Frequency	Percentage
With Social Interaction	11	100%
Without Social Interaction	00	0%
Total	11	100%

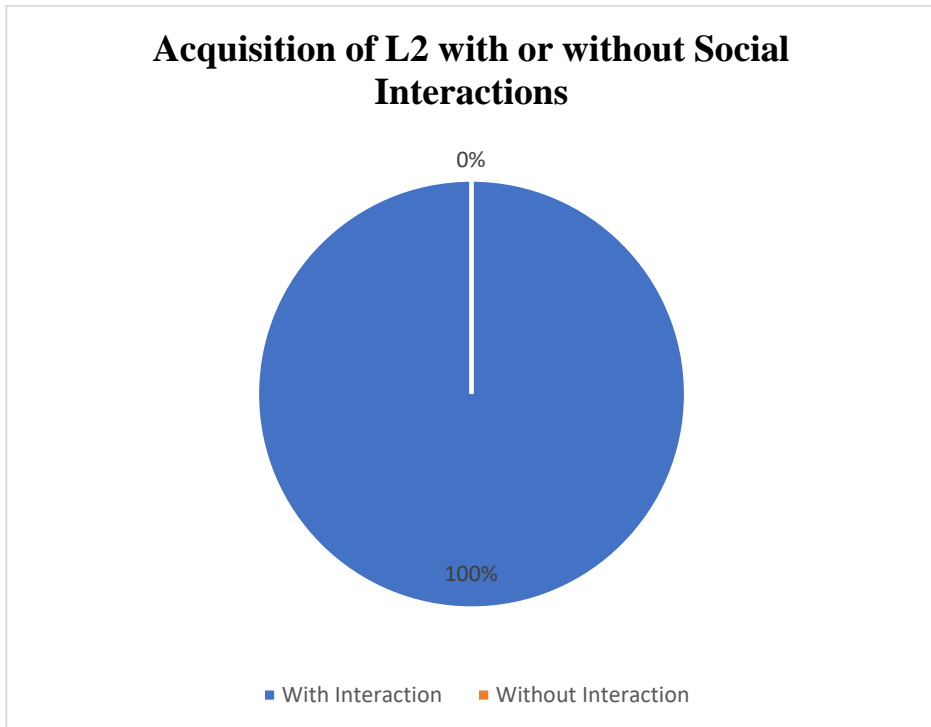


Figure 3: Graph of Acquisition of L2 with or without Social Interactions

All the participants agreed that without social interaction, acquisition of L2 is impossible. Mothers of school-going children told the researcher that their children interact with their fellows and teachers in schools and those children who are not going to school have their mothers and cartoons and nursery rhymes as the social interactions.

- **Children Prefer the Most: Cartoons or Nursery Rhymes**

Table 4: Children Prefer the Most: Cartoons or Nursery Rhymes

Name of Stories	Frequency	Percentage
Cartoons	07	64%
Nursery Rhymes	04	36%
Total	11	100%

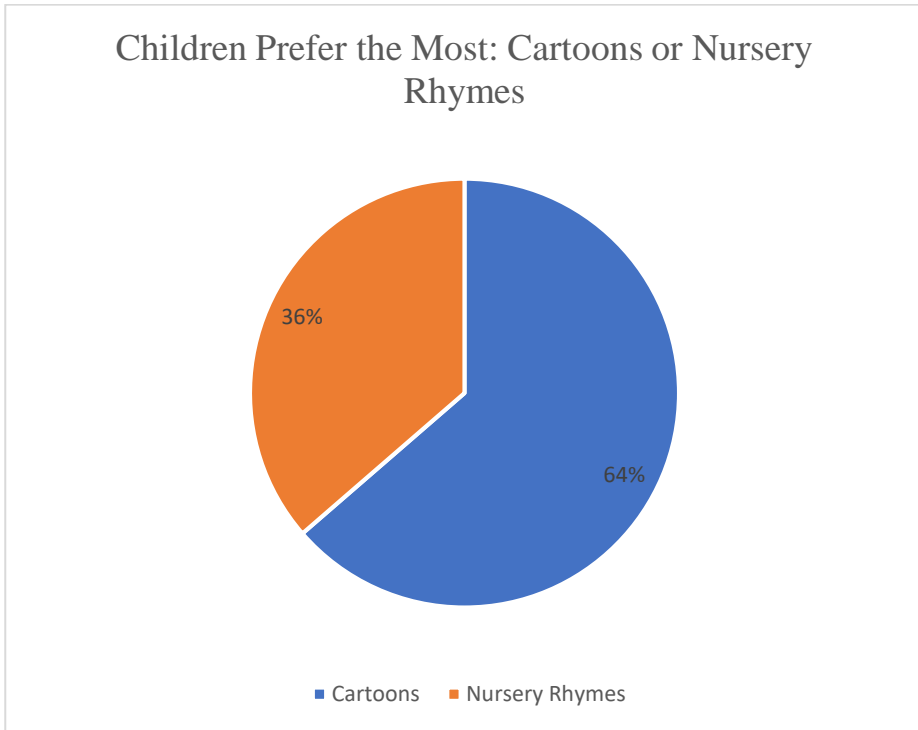


Figure 4: Graph of What a Child Prefers the Most: Cartoons or Nursery Rhymes

Majority of the participants said that their children prefer to watch cartoons rather than nursery rhymes. With the passage of time their children’s interest shifted to informative or scientific cartoons.

- **Influence of Cartoons and Nursery Rhymes on Children’s L2 Acquisition: is it fruitful or not?**

Table 5: Influence of Cartoons and Nursery Rhymes on Children’s L2 Acquisition

Name of Stories	Frequency	Percentage
Fruitful	09	82%
Unfruitful	02	18%
Total	11	100%

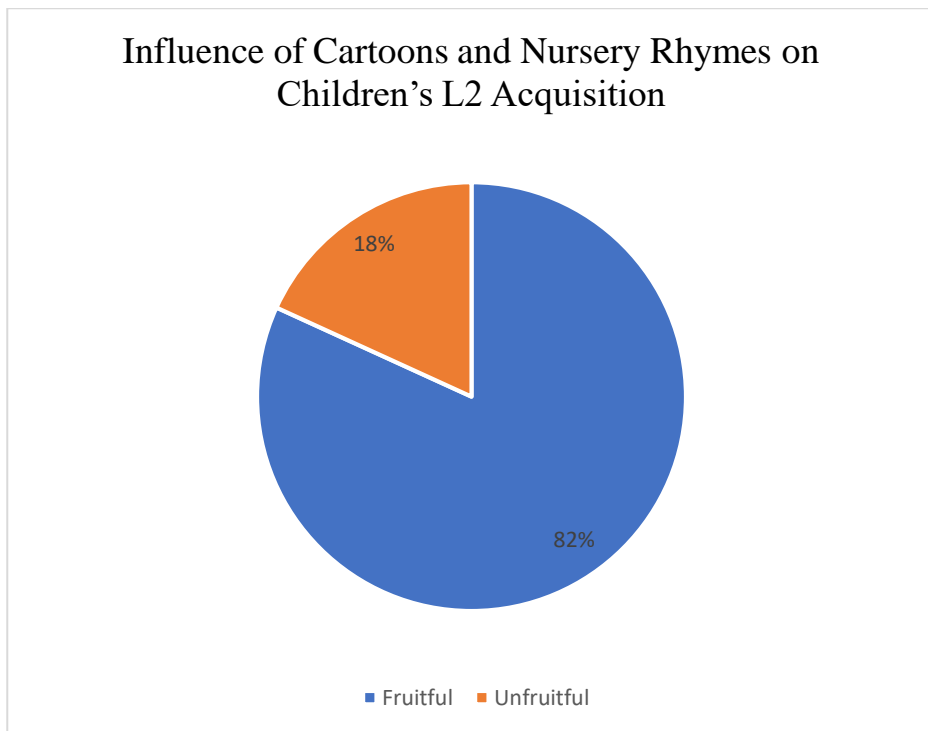


Figure 5: Graph of the Influence of Cartoons and Nursery Rhymes on Children’s L2 Acquisition

Majority of the participants agreed that the influence of media on children’s L2 acquisition is fruitful. Those mothers who are not happy about the influence of media on their children’s L2 acquisition, said that their children mix two languages together; because of the code-mixing, children cannot be experts in one language. They thought the influence of media is unfruitful.

Section B: The Role of Cartoons and Nursery Rhymes in the Development of L2 Culture has the following four themes:

- **Role of Cartoons and Nursery Rhymes in Acquiring L2 Culture along with L2**

Table 6: Role of Cartoons and Nursery Rhymes in Acquiring L2 Culture along with L2

Name of Stories	Frequency	Percentage
Acquiring L2 Culture along with L2	11	100%
Not Acquiring L2 Culture along with L2	00	0%
Total	11	100%

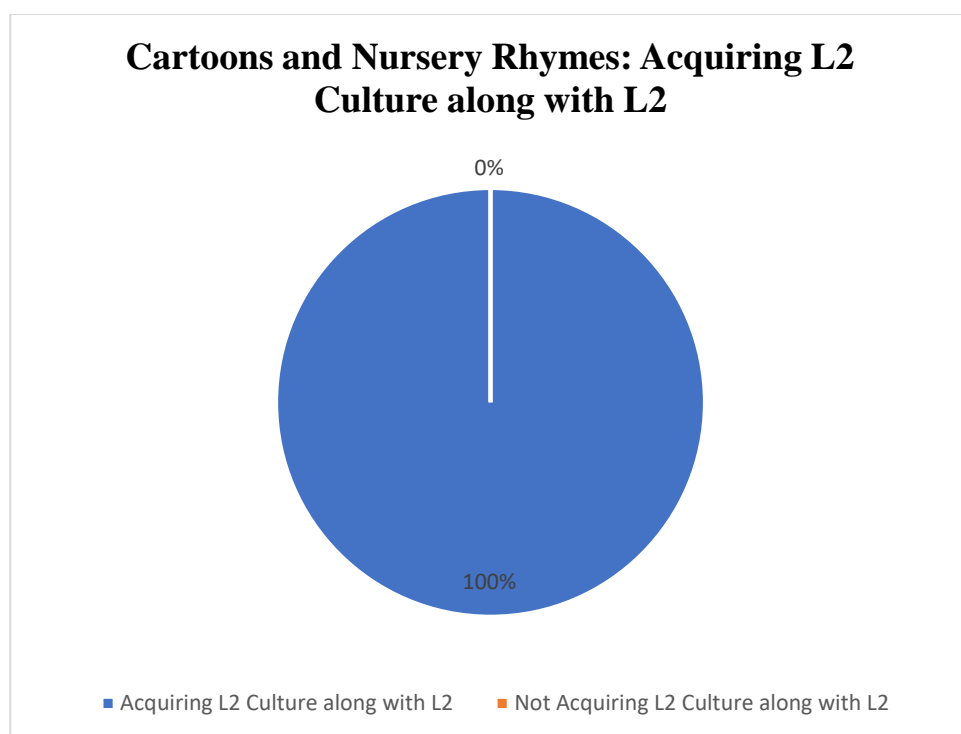


Figure 6: Graph of the Role of Cartoons and Nursery Rhymes in Acquiring L2 Culture along with L2

All the participants said that their children acquire L2 along with the L2 culture. Media plays a great role in the learning of others' culture. They said that their children mostly watch Hindi and English cartoons, their children automatically learn L2 culture and it has a deep influence on children's mindsets. One participant gave an example that her child knows about the Holi culture of Hindus because of Hindi cartoons. Participants said that when we learn the vocabulary of other languages, we come to

know their culture and ethics automatically. Some of the participants were very concerned about the adoption of L2 culture, they said that as a parent we must guide our children towards their L1 culture.

- **Children’s Activities which do or do not belong to L2 Culture**

Table 7: Children’s Activities which do or do not belong to L2 Culture

Name of Stories	Frequency	Percentage
<i>Children’s Activities which belong to L2 Culture</i>	10	91%
<i>Children’s Activities which do not belong to L2 Culture</i>	01	9%
Total	11	100%

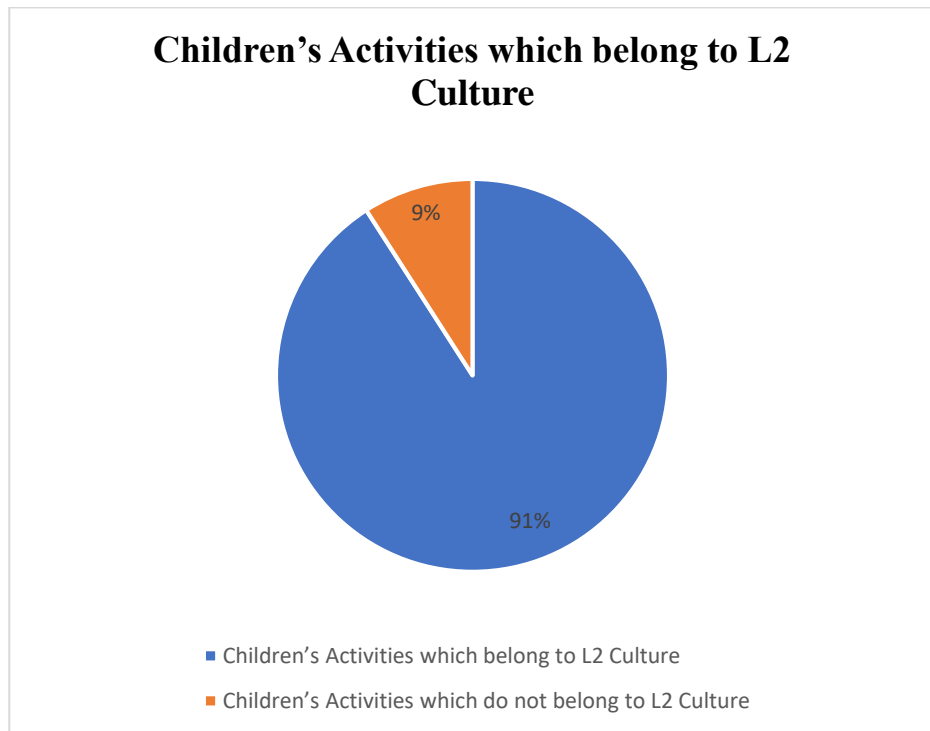


Figure 7: Graph of Children’s Activities which do or do not belong to L2 Culture

All the participants except one told the researcher that their children do such kinds of activities which do not belong to their own culture but the culture of L2. Their children play Holi and wear Indian style saree and start acting like Indian women after watching Hindi cartoons and nursery rhymes. Some participants were not happy with their children’s L2

activities; one of them said that we are Muslims but due to cartoons, my child says that he loves Christmas. One participant said that on the 25th of December, her child tells her that today's Christmas and he forgot the birth anniversary of our leader but he remembers L2 culture and festival.

- **Mother's Feelings about their Children's Adoption of L2 Culture**

Table 8: Mother's Feelings about their Children's Adoption of L2 Culture

Name of Stories	Frequency	Percentage
<i>Happy</i>	00	0%
<i>Not Happy</i>	11	100%
Total	11	100%

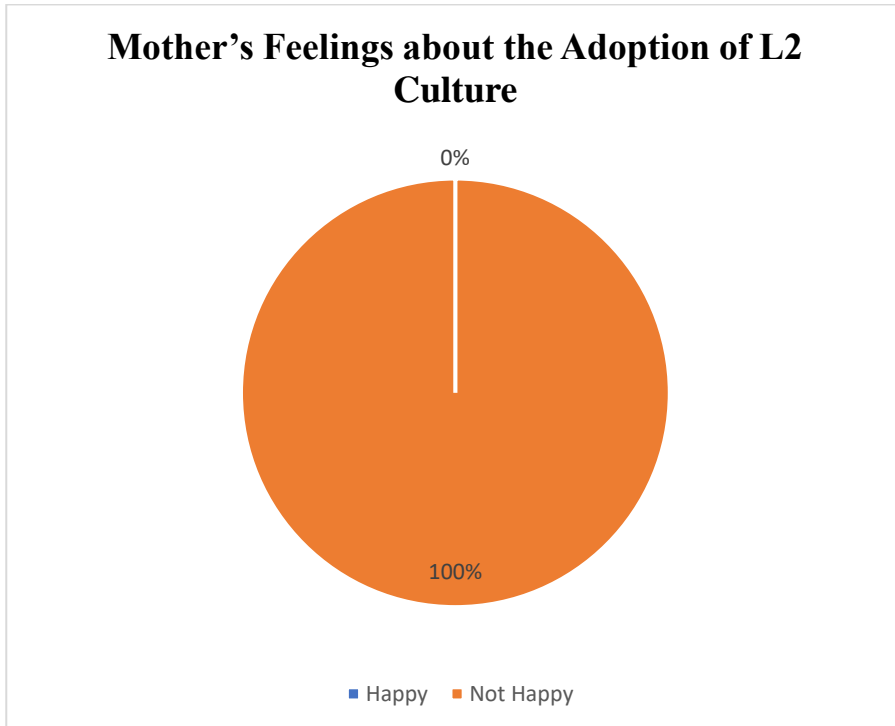


Figure 8: Graph of Mother's Feelings about their Children's Adoption of L2 Culture

All the participants said that they are not happy about the adoption of L2 culture of their children. They fear that due to the adoption of L2 culture, their children will forget their own culture. Some participants said that they teach their children about what is right and what is wrong and control the environment through which their children acquire and adopt L2 culture.

- **Positive or Negative Aspects of L2 Culture**

Table 9: Positive or Negative Aspects of L2 Culture

Name of Stories	Frequency	Percentage
<i>Positive Aspects</i>	00	0%
<i>Negative Aspects</i>	11	100%
Total	11	100%

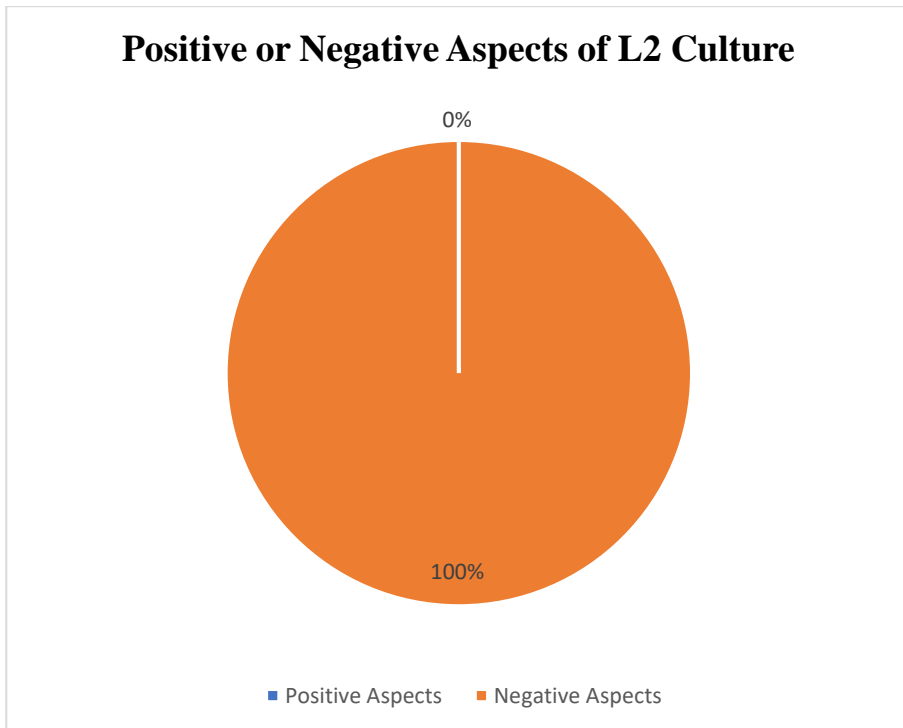


Figure 9: Graph of Positive or Negative Aspects of L2 Culture

The answer of all the participants was the same that despite educational purposes, the aspects of L2 culture are always negative. Their children start acting like animals like they are watching in cartoons. Sometimes they act like villains of the cartoons and start beating others.

Section C: The Role of Cartoons and Nursery Rhymes in the Changing Behaviour of Children has the following four themes:

• **Positive or Negative Influence of Cartoons and Nursery Rhymes on Children’s Behaviour.**

Table 10: Positive or Negative Influence of Cartoons and Nursery Rhymes on Children’s Behaviour

Name of Stories	Frequency	Percentage
<i>Positive Aspects</i>	05	45%
<i>Negative Aspects</i>	06	55%
Total	11	100%

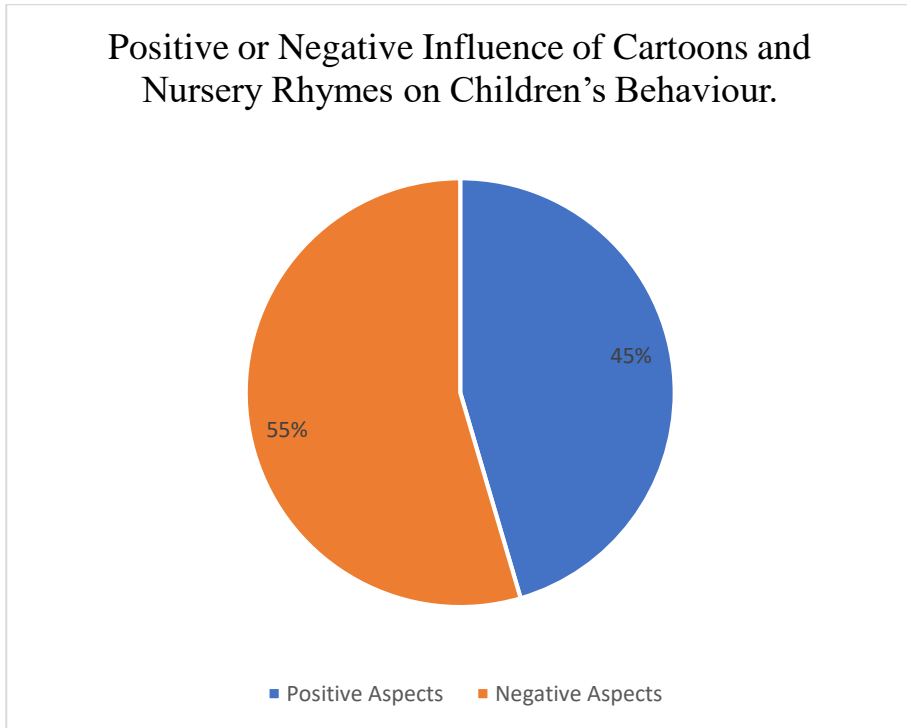


Figure 10: Graph of Positive or Negative Influence of Cartoons and Nursery Rhymes on Children’s Behaviour

Majority of the participants talked about the negative influence of cartoons and nursery rhymes on children’s behaviour. They said the good influence is less than the bad influence and our children become more aggressive because of the aggressive cartoons they are watching. Due to such cartoons the element of respect for others decreases in their children.

- **Timetable for Watching Television and the Follow-up Routine of Children**

Table 11: Timetable for Watching Television

Name of Stories	Frequency	Percentage
Timetable for Watching Television	10	91%
No Timetable for Watching Television	01	9%
Total	11	100%

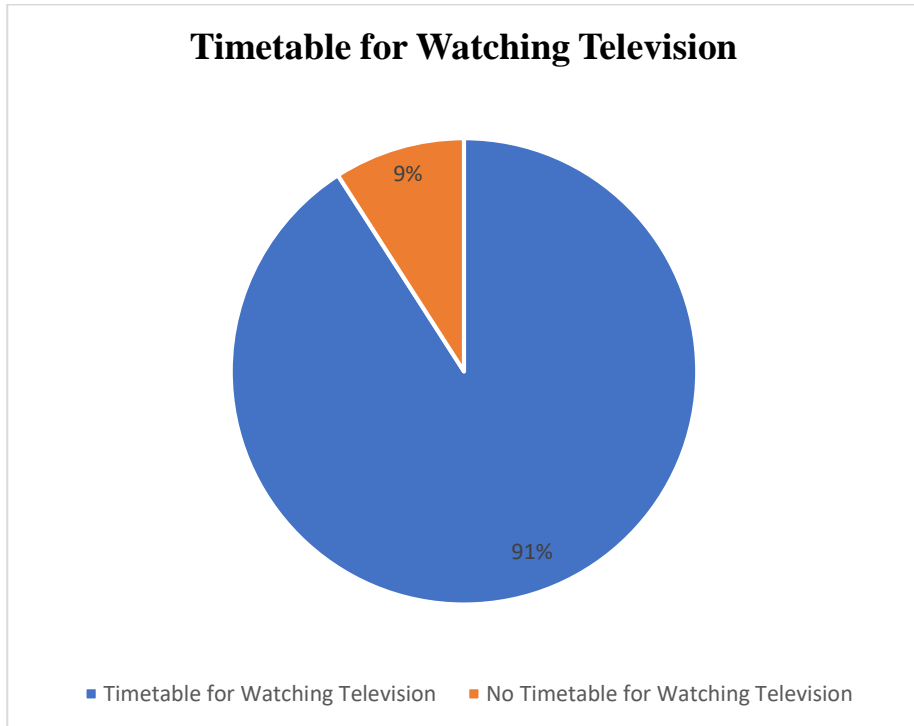
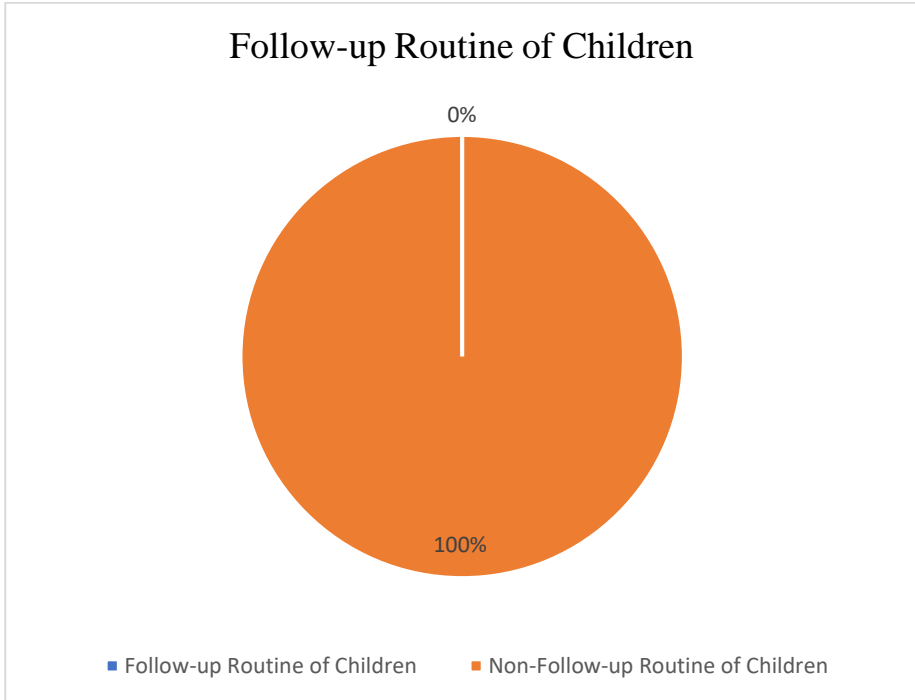


Figure 11: Graph of Timetable for Watching Television

Each participant except one told the researcher different timetables that they have fixed for their children for watching television or mobile phones, some said 1 hour, some said 3 hours, whereas some said that they don't have any issue of the time their children watch television or mobile phones; because it keeps their children busy and the mothers work freely without any tension of their children.

Table 12: Follow-up Routine of Children

Name of Stories	Frequency	Percentage
Follow-up Routine of Children	00	0%
Non-Follow-up Routine of Children	11	100%
Total	11	100%

*Figure 12: Follow-up Routine of Children*

The participants uncovered one more thing that no matter how much time they have fixed for their children for watching television or mobile phones, their children do not agree with them and mothers don't have any control over them.

- **Adoption of the Qualities of Hero or Villain**

Table 13: Adoption of the Qualities of Hero or Villain

Name of Stories	Frequency	Percentage
Adoption of the Qualities of Hero	06	55%
Adoption of the Qualities of Villain	05	45%
Total	11	100%

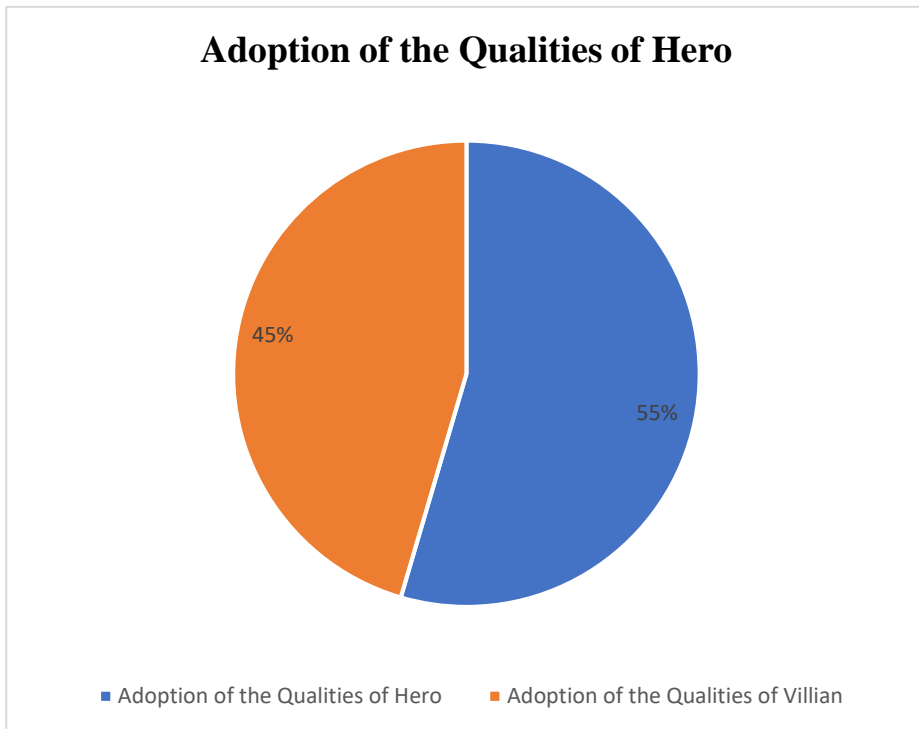


Figure 13: Adoption of the Qualities of Hero or Villain

Majority of the participants told the researcher that their children adopt the qualities of hero and some participants told the researcher that their children adopt the qualities of villain. Those children who adopted the qualities of hero usually act like superheroes such as Superman, Spider-man, Iron-man, and Bat-man. Those children who adopted the qualities of a villain, usually act like aggressive personalities and start yelling at others and start beating others.

- **Resources of Watching Cartoons and Nursery Rhymes: Television or Mobile Phones or Both.**

Table 14: Resources of Watching Cartoons and Nursery Rhymes

Name of Stories	Frequency	Percentage
Television	00	0%
Mobile Phone	03	22%
Both	08	78%
Total	11	100%

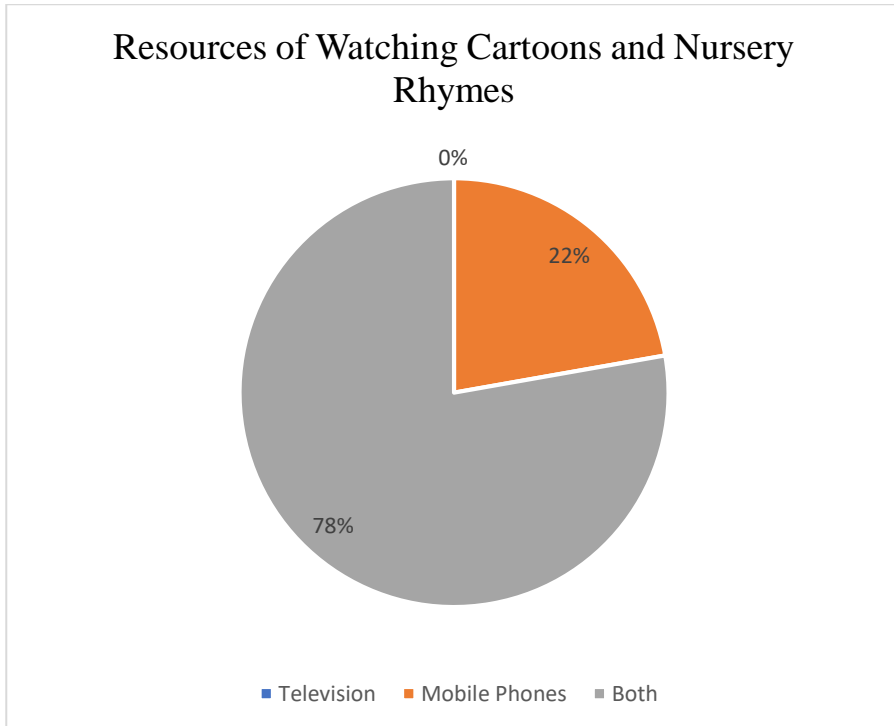


Figure 14: Graph of the Resources of Watching Cartoons and Nursery Rhymes

Most of the participants told the researcher that their children mostly use both modes. Some children prefer mobile phones over television. The main reason is that children have more options on mobile phones than in television. Children face difficulties in the functions of television remotes, but they have expertise in mobile phones.

Discussion

This study examines the role of media, specifically cartoons and nursery rhymes, in the development of multilingual speaking abilities in children. The research focuses on three main questions: the influence of media on children's second language (L2) acquisition, the impact of media on the development of L2 culture, and the effect of media on changes in children's behavior. The study employs a qualitative approach, utilizing in-depth interviews with an interview guide to collect data, which is then qualitatively analyzed using tables and charts. The research identifies fourteen themes related to the research questions.

The findings of the study reflect the complex nature of media's influence on children's linguistic and cultural development. The first section explores the role of cartoons and nursery rhymes in children's L2 acquisition. Mothers of the participants noted that the impact of media is nuanced, with its effects depending on the content being consumed. Mothers mentioned that children acquire L2 vocabulary predominantly from nursery rhymes and to some extent from cartoons. The significance of social interaction in facilitating L2 acquisition is emphasized, and children's preference for cartoons over nursery rhymes is highlighted. The study also underscores the generally positive influence of both cartoons and nursery rhymes on children's language acquisition.

The second section delves into the role of media in shaping L2 culture. The selected mothers observed that their children's activities align closely with the L2 culture. Despite this, the mothers express reservations about their children's adoption of L2 culture due to perceived negative aspects. The study draws a parallel with previous research by Punar and Karatepe (2019), revealing similar concerns among parents regarding the potential impact of cultural exposure on their children's cultural identity. While some parents view cultural immersion as beneficial for language acquisition, others believe it is not essential and may even pose challenges to cultural identity.

The third section explores how media affects changes in children's behavior. The majority of mothers perceive a negative influence of cartoons and nursery rhymes on children's behavior. Despite establishing fixed schedules for media consumption, children often deviate from these timetables. Mothers attribute children's emulation of heroic qualities to cartoons, and note that both television and mobile phones are used to access media content.

Comparisons with prior research are drawn to contextualize this study. Poramathikul, Arwedo, Abdulhakim, and Wattanaruwangkowitz's (2020) study explored the influence of media on English speaking skills among bilingual and multilingual adult learners. In contrast, the current study focuses on media's role in facilitating multilingualism in children. Al-Harbi (2015) investigated the impact of media on children's language development, emphasizing the potential of educational TV for vocabulary acquisition. However, this current study extends beyond vocabulary acquisition to consider the broader aspects of L2 acquisition, culture development, and behavior changes associated with media exposure.

Due to time limitations, this study concentrates solely on cartoons and nursery rhymes, involving eleven interviewees. Future research could explore various media aspects contributing to L2 acquisition, L2 culture development, and behavior changes in children.

Conclusion

This study examines the multifaceted roles of cartoons, nursery rhymes, and adult-child conversations in the context of second language (L2) acquisition among children. Specifically, the study focuses on three primary aspects: (i) the contribution of these media forms to children's L2 acquisition, (ii) their role in shaping the development of L2 culture, and (iii) their influence on children's behavior changes. Employing a qualitative approach, the researcher employed interview guides and conducted in-depth interviews as research instruments. The theoretical framework for this study draws from Vivian Cook's Universal Grammar (UG) support in Second Language Acquisition (SLA) and the Multi-Competence model, as well as Rod Ellis's perspective on the role of input in L2 learning. The research employed a convenience sampling technique to select eleven mothers with five-year-old children residing in Nawab Town, Lahore, as participants. Data collection involved conducting in-depth interviews with the mothers using the interview guide. The collected data underwent quantification and subsequent analysis through descriptive statistics. The analysis of the gathered data unveiled the significant role that cartoons and nursery rhymes play in facilitating children's L2 acquisition. Notably, the majority of participants perceived media as neutral in its impact. The findings highlight that children acquire L2 vocabulary through interactions with nursery rhymes and social engagement. Cartoons emerged as the preferred media form among children. Through exposure to these media sources, children also imbibed elements of L2 culture, sometimes adopting heroic and, at times, villainous

traits. Television and mobile devices both served as platforms for accessing cartoons and nursery rhymes.

Recommendations

To foster a more positive and nurturing home environment, it's crucial for parents to actively engage in monitoring and guiding their children's media consumption. Spending quality time together and prioritizing outdoor activities can contribute significantly. Parents should also manage their children's screen time, particularly when it comes to watching cartoons and nursery rhymes. Encouraging the viewing of age-appropriate content is important. By raising awareness about the role of media in language learning, this study aims to provide valuable insights for parents, helping them recognize the significance of programming designed for children. It's essential for parents themselves to gain a better understanding of activities that genuinely support the healthy development of their young children, as highlighted by Christakis (2009, p. 13). Parents must grasp that media serves as a tool for conveying ideas to a wide audience, necessitating a critical evaluation to mitigate potential negative aspects. Therefore, parents should be selective about the television shows their children watch and set reasonable time limits. Furthermore, a vigilant approach to monitoring their children's media consumption is highly recommended, considering that a child's personality development begins during childhood. Setting clear boundaries is essential for the betterment of their children's growth. Quality bonding time and engaging in outdoor activities during weekends can further enhance the parent-child relationship. It is important to acknowledge that this study is limited by its focus on just two media platforms and its utilization of eleven interview guides, mainly due to time constraints.

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APPENDIX

Interview Guide

Section A: The role of cartoons and nursery rhymes in children's L2 acquisition.

1. What do you think about media? Is it good, bad or neutral?
2. Does your child speak L2 or some vocabulary of it with the help of cartoons or nursery rhymes?
3. Does your child acquire L2 without social interaction or not?
4. What does your child prefer to watch most cartoons or nursery rhymes?
5. What do you think about the influence of cartoons and nursery rhymes on your child's L2 acquisition? Is it fruitful or not?

Section B: The role of cartoons and nursery rhymes in the development of L2 culture.

1. What do you think about the role of cartoons and nursery rhymes in acquiring L2 culture along with L2?
2. Does your child do any activity which does not belong to your culture but belongs to the culture of cartoons which your child watches?
3. Are you happy with your child about the adoption of L2 culture?
4. Are there positive aspects or negative aspects of L2 culture?

Section C: The role of cartoons and nursery rhymes in the changing behaviour of children.

1. What do you think about the influence of cartoons and nursery rhymes on your child's behaviour? Is it positive or negative?
2. For how much time is your child allowed to watch TV or mobile phones? Does your child agree on the fixed timetable?
3. Does your child adopt the qualities of hero or villain from a cartoon?
4. Does your child limit it to only TV or mobile phones or both to watch cartoons and nursery rhymes?