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The Effect of Hindi Animated Cartoons Causing the Language Change in Pakistani Children – A Socio-Cultural Approach of Ideology

Abstract

The sole purpose of this research is to highlight the linguistic behaviour of Pakistani children after watching Hindi animated cartoons. This research covers the detailed area of the selected research which is covering the effects of Hindi language promoted by our media and cable transmission of Hindi animated cartoon and in what manner that language is influencing the mother tongue i.e. Urdu language, of Pakistani children. Also shows how the parents of these children perceive these effects of these Hindi animated cartoons on their children. A triangulation method of data collection was used to collect data from the students of 6 pre-school (3 from elite class and 3 from middle class) of age 3-6 and the parents of the same randomly selected children of pre-school with the help of 2 types of questionnaires, one is close-ended questionnaire with some discussion along with the open-ended questionnaire which was dealt non-verbally and the second questionnaire is a list of some questions asked from the same randomly selected children along with an image chart, which is in a recorded form attached with the research via DVD. Both the questionnaires were dealt quantitatively and qualitatively as well. This study may contribute to an understanding of these Hindi animated cartoons on the basis of those changes which are occurring on lexicographical level in children which is shown in the analysis came out with the help of survey. This paper may be helpful for both parents & teachers to understand the nature, reasons and remedies for the lexical variations appearing in their children's language after watching Hindi animated cartoons and how these variations can be avoided in future.

Introduction

Looking at conflict as a whole, a state of agreement can be seen clearly that people have a state of opposition when they need to choose between actual and perceived notion of needs, valued and interests between people. Furthermore, conflict is often considered as a result of a partial state of aversion among people. The causes of conflict can be categorized into five main domains, i.e., Identity, Ethnicity, Culture, Territory and Ideology. Conflicting ideologies are broadcasted in different

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beliefs about how to project and arrange establishments. Beliefs regarding, for example, the extent of monopolization of decision making and narrowing down of roles and tasks, in turn, sway spur and behavior.

Television is one of the most provoking medium to influence children lives, which is termed as an 'early window' in their lives. Shows on TV and animated transmissions, for over 80 years, have been entertaining the kids. Animation as a medium of communication is of great importance in today's world as it possesses the power to stimulate imagination in order to convey an idea or a message. Animation as preconceived earlier has always been associated to Disney flicks and hence been considered as a frivolous medium and a tool reserved for humor or entertainment for kids but attempts have been made internationally to break this mold off its preconceived notion. Today animation along with entertainment possesses the power to educate, express, inform and inspire not only children but adults as well. It can convey a pleasing, light and entertaining idea as well as distributing, thought provoking idea.

Normally children start watching cartoons on TV at their early age of six months to the age of two or three, children become crazy and passionate spectators. The children are at foresight to choose the cartoon programs that ultimately affects their expansion. The cartoon fascinates the child and swaps their childhood activities like playing with friends, being physically active, getting fresh air, playing imaginatively, reading, doing homework, doing chores. Though cartoons are considered as a source of cheerfulness, they have a constructive as well as destructive influence on children, particularly when it's about the theme and the content. Some cartoons are impartial and only meant for amusement, some are informative but some are vicious to the core and having the devastating effects over children's mind, behavior and language.

By the last few years the culture of animation and cartoons has been flourished much, which involved people of every age. Everybody laughs widely on their movements and actions and enjoy themselves and most of these viewers consider themselves free from the stern reality of the cruel life after watching these cartoons. Those who are much involved in this culture become irrational and show no interest and esteem towards the people in difficulty though they assert that they are very subtle because they explains that the things "which are usually avoided by the society" in their writing or acting to persuade thinking on that point in the society. The matter of fact, they have no authentic reason behind this except to get people's response and amass money. This drama culture is being devastated many traditions and values of our society, (Mahwish Fatima, 2008).

In every person's life, the most important period in which the habits and behaviours can be easily molded is the childhood. Children acquire and cultivate skills by interacting, observing and experiencing the practices happening around them. The environment associated with the child incites the child's behavior. This research will explore the findings on the effects of Hindi animated cartoons on the linguistic behavior of young children of Pakistan. It will explore the effects of Hindi animated cartoons (Chota Bheem & Doraemon) on the linguistic level (lexicographical level) of Pakistani children's language. This research will also address how getting exposed to Hindi animated cartoons will affect the lexical

level of children of young age (3-6 years old) and how it affects their verbal communication.

If this blitz continues, soon what's going to happen that everyone around us whether its children or youth, will be talking in Hindi without even having the idea that the specific word they are uttering is not a word of Urdu. This is not only the loss of our language but a loss of our real identity and of our culture. We, as a nation, need to take a step to take this whole situation into account that we are a different nation. In spite of all, the relaxing part is that the common man remains unaware by this absurdity prevailing around him, speaking his own regional or mother language and put on his own traditional clothes while saying no to the Indian products. This is promising because it gives us hope that our ideology will remain intact.

Hoping that our independent media realizes it as soon as possible that they must do what they are truly meant to do i.e. to signify Pakistan properly in the electronic world through satellite. Otherwise, our diverse way of life, values and language, which we have successfully secured through the centuries, will be endangered. Further, there is a need to uphold our own culture by helping our TV channels and film industry making them worthwhile so that Pakistani talent could avert their energies in serving their own viewers. This in turn will keep the audience gratified and they will not stray to foreign channels or material.

Linguistic behavior is a term which is well expressed by Armstrong (1971), that a person can express his thoughts on linguistic grounds with the help of expressions which can be easily perceived by the listener's mind and can be re-acted back upon the mind as well, this will eventually create more diverse, sophisticated and more complicated thoughts which will give linguistic expression in return. And so it is our linguistic ability that helps us to give the power of speech that gives forth to thoughts which can only be exhibited in linguistic behavior. But both these propositions are attuned with the 'distinct existence' in every case of mental states and the linguistic behavior in which they may be demonstrated.

Medium of instruction has always been the concern of research in under-developed and developing countries. These countries have to look towards the developed countries as the developed countries are setting the rules of the game in the modern age of science and technology. They don't need to discuss this issue as they are dominating the world in every field of life. They control social, political, economic fibers of the world. In third world countries, the issue of medium of instruction is a matter of discussion and there are so many reasons which compel poor nations to learn second language and to adopt second language as their medium of instruction. English, in recent days, has become international language so it has become a requisite for developing countries to use it in every field of life. Pakistan is also among those countries where English is a requirement and it has been in use since it came into being. Researchers have worked on its importance as subject and as medium of instruction on different levels and from different angles for different subjects. Perhaps it's been the most conferred issue in education sector in Pakistan. Unluckily, it is still a matter of dispute in Pakistan and still uncertain. The recent study is a part of the series of research on the topic of

medium of instruction in which it is tried to discover some uncultivated extents of the issue.

Cartoons and animations, here in Pakistan, are the center of interest for everyone, especially for young children. There are some most running Indian channels these days out of some, i.e. Pogo, Nick and Cartoon Network (Hindi/India) where Chota Bheem & Doraemon cartoons are broadcast in Hindi, which are the most favorite cartoon channels for Pakistani children. There is a 24 hours broadcast transmission on both channels, which makes the Hindi cartoons very easy to get at any time. Young children in Pakistan are very much fond of watching Hindi cartoon series named: Chota Bheem –originally Hindi cartoons & Doraemon – Japanese Cartoons but Dubbed in Hindi. These cartoons are not only influencing children’s behavior but their language as well. This change in their linguistic behaviour is leading to the bigger change in their ideology and concepts which, basically, these Hindi cartoons are selling through their non-stop transmission.

The objectives of the research are to determine the answers of the questions by applying scientific procedures. In other words, the main aim of the research is to find out the truth which is concealed and has not yet been exposed. Every research has its own explicit goals. However the communal objectives of all the researches which are also associated to this research are

- To get familiarity with problem and find new intuitions into the phenomenon of medium of instruction i.e., formulated research studies.
- To describe the features of change in the language of Pakistani children.
- To examine the regularity in which something befalls means the modification of level of getting into the use of Hindi words i.e., diagnostic research studies.

According to a famous Hudson Maxim, “All progress is born of inquiry. Doubt is often better than bullshiness, for it leads to inquest, and inquest leads to invention”, (Wilkinson and Bhandarkar, 1979). This statement throws light on the importance of research. Research promotes and encourages logical, scientific and inductive thinking. Research on social issues and phenomenon is an ongoing process and is very important for social scientists as it helps them to analyze social relationship and to give explanation and interpretations to different social problems from various angles. Researches, by gathering knowledge offer practical utility for social scientists to do somewhat more and better in more resourceful manner.

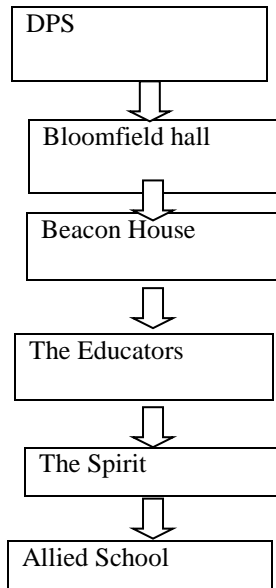
The research is significant in the sense that a rapid increase in broadcasting of different Hindi animated cartoons has been observed in Pakistan since last 3 years or so and not only the young children but adults also love to watch animated cartoons on daily basis.

This whole systems of presenting different cartoon characters in a way that could cause a serious harm to young children’s behavior through their language, has been criticized by many scholars. There have been the suggestions to stop these kinds of transmissions that are causing the harm to our children and try to keep an eye to every child’s behavior and language he/she practices, on the serious notes.

This study focuses on the point that in Sahiwal (division of Punjab, Pakistan) this type of research on this type of social issue has never been discussed before. This is the detailed study about the nuts and bolts of the effects of 2 famous and most watching Hindi animated cartoons on the language and behavior of young children of Pakistan and about the influence of the language these cartoon characters (Chota Bheem & Doraemon) use and how that language effects the way our young Pakistani's children behavior. The point of conducting this research is to have a look on the language and behavior of our young children which comes up after watching these Hindi animated cartoons. The research will help in understanding the impact of young children's behavior on their language and the reverse of it. Moreover, this research will also show the influence of Hindi culture and identity which is why these type of cartoons are playing with the innocent minds of Pakistan's young children.

The role of watching Hindi animated cartoons on the Pakistani children at pre-school level is relatively an unexplored area of research. The history, cultural background, political aspects, social values, customs and norms are the identity and ideology of the nation and above all language is a major part of national identity and ideology. The effect of watching Hindi animated cartoons is so not totally based on national identity and ideology, and also having the devastating effects on the national identity and ideology.

The frame work of the study is presented as following:



Some of the images of Chhota Bheem and Doraemon were presented before the children of all the 6 schools of both, elite and middle classes. The responses from children were more than the expectation, which are given in the following graph:

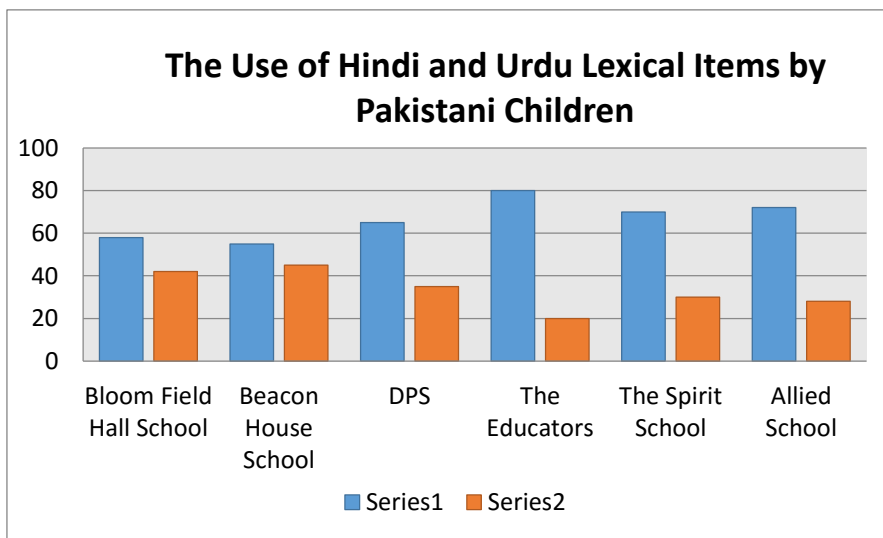


Figure 1- The Use of Hindi and Urdu Lexical Items by Pakistani Children (Blue color-series show Hindi words and Red color-series show Urdu words).

The graph figures and their frequency is described in the following table:

Schools of 2 statuses	School Names	Use of Hindi words	Use of Urdu Words
Elite Class School 1	Bloom Field Hall School	58 %	42 %
Elite class School 2	Beacon House School	55 %	45 %
Elite Class School 3	DPS Sahiwal	65 %	35 %
Middle class School	The Educators Sahiwal	80 %	20 %
Middle class School	The Spirit School Sahiwal	70 %	30 %
Middle class School	Allied School Sahiwal	72 %	28 %

Table 4.1.1

Both the table and graph give the idea about the responses of children of age 3-6 from 6 different schools in which 3 schools were from elite class school category and 3 from middle class school category. After watching these images of Chota Bheem and Doraemon on the screen they all gave the responses though on different accounts which is given in this table. The responses from the children of elite class schools was, over all, 50% in Hindi, 20% in Urdu and 30% in English which is less than the response given by the middle class children of 3 schools which is, over all, 70% in Hindi, 20% in Urdu and 10% in English. This not only shows that children of both classes and at 3-6 years of their age know much about Hindi postures and the specific term they use for it but also shows their interest in

watching Hindi animated cartoons and the effect of these Hindi cartoons on their linguistic behaviours as well.

Ideologies are cognitive, they are, always work in process, and it's never a complete theory because it keeps changing. These are ideologies which change the whole mindset of a nation, starts from an individual and leads to the groups and nations. Ideologies are related to groups and social structures, they are social and political. They also have a crucial dimension. In other terms, ideology involves mental objects such as ideas, thoughts, beliefs, judgments and values. It's one of ideology's elements (Lyengar et.al., 1993)

The research examines the effect on Pakistani children after watching Hindi cartoons. This effect specifically includes their linguistic behaviours, the rate of change in language structure, behavior, ideology, morals and religious perspective as well. This study has revealed the fact that children of Pakistan are rapidly getting effected by the cartoons they watch. Over 60% children of Pakistan are watching Hindi Cartoons or Hindi Dubbed cartoons i.e. Chota Bheem, Mighty Raju, Doraemon, Ben 10, Barbie Cartoons, Augi and cockroach, etc, whereas 40% children are watching English Cartoon which includes Tom & Jerry, Ben10, Barbie Cartoons, Dexter's Laboratory, The power-puff Girls, Dora the explorer etc.

The above discussion shows that the effecting level of watching Hindi cartoon transmission vary person to person even in the study the mindset of pre-school children are more effected as compared to adult. To be educated and uneducated of parents also play a vital role in learning of their particularly when the animation is really attractive and fascinated and also is not in the mother tongue of the national language, which makes it more appealing for young children of age 3-6 because young children always go for the things which are different and looks glittery and catchy to their eyes and mind. If the parents are educated, they can provide a good platform to their children and can easily motivate their children to watch the channels with healthy atmosphere, also they can keep an eye on their children what they are watching and what they are intended to watch. Educated parents can do the counseling of their children in their mother tongue to promote Urdu language and make them feel that they are understanding their mindset by injecting their own mindset and culture working behind that.

The role of teacher is not less important in understanding the effects of Hindi animated cartoons on the linguistic behaviours of our children and then eradicating them. But unfortunately, in Pakistan there are many teachers who don't deserve to be a teacher because they think that their duty is to conduct a class and do some certain things on which they are being paid i.e. conducting some classroom activities and give them home work and then check that on next day, issue the notice to the parents and make the progress report. But they don't realize that it's also their duty to learn their students the ethics, to love their mother tongue, respect their norms and traditions, feel free to talk in their mother tongue, feel proud to be a Pakistani and try to avoid Hindi animated channels even all the Hindi transmission which is spoiling their minds and linguistic behaviours is changing gradually.

It was also found that this Hindi animated transmission is not being considered a good go for the children by their parents but still after a hectic routine and social life they don't care much what their children are watching that's why children of elite class are also an active viewers of Hindi animated series. Last but not least point is that the Hindi transmission should not be allowed by the government and by the cabal operators. They must raise the voice against such transmissions which are no use and gain for our children and also affecting our children's mind with viruses against their own ideology and identity.

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