

## **The impact of animated content on the thinking and behaviour of Algerian children A descriptive-analytical study of YouTube content**

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### **Abstract:**

Digital screens are among the primary media that play a crucial role in the reproduction of values. These media provide a set of behaviours that children may perceive as models and imitate, as they are unable to filter what they see. However, the content presented in these media, particularly cartoons, can sometimes contradict the traditions of dignity and respect known in Algerian society. This can potentially undermine children's deeply rooted values, behaviours and habits and contribute to the adoption of inappropriate behaviours.

This research aims to identify the behaviours portrayed in electronic screens containing animated drawings by analysing the content of the YouTube application. YouTube was chosen because it is one of the most popular websites used by children, offering the latest animated content.

**Keywords:** Digital screens, animated content, behaviour, children, YouTube

### **Introduction:**

YouTube is considered one of the most influential modern media platforms due to its exceptional ability to convey content through audio and visuals simultaneously. The content presented seems to be closer to reality, especially in the light of significant technological advances and the digital revolution, which has opened up huge opportunities for the emergence of digital satellite channels with diverse areas and content, including children's programmes such as cartoons or animated drawings, which account for 88% of what children watch. In addition, 30% of children spend more time in front of electronic screens than in school. By the time they finish secondary school, a child will have spent 22,000 hours in front of digital screens, which play a significant role in attracting children and consequently influencing their morals and behaviour, whether positively or negatively.

If we look at most of the animated content that is shown on electronic screens in Arab and Islamic countries today, we can see that most of it has deviated from its noble objectives and shows violence, laziness and unethical behaviour that contradict the educational and cultural values that are taught to children. As a result, this content has become a deadly weapon targeting the values, minds and psyches of children in all Islamic countries in general and in Algeria in particular. This is particularly worrying as a significant proportion of this cartoon content comes from Western countries, which take advantage of children's susceptibility to influence and guidance in their search for entertainment and leisure. In addition, childhood is a period of preparation for the transmission of values and beliefs due to the limited mental capacity and experience of the individual. All of this has a profound effect on the formation of the child's personality, especially as the childhood stage plays a crucial role in the formation of the individual's personality during adolescence and adulthood.

Therefore, in this paper we will explore the impact of electronic screen content on children's educational and cultural values, using the animated series "Clarence" on YouTube as a case study. We will try to understand the methods to address and prevent the negative impact of this content on children.

### **Research question:**

The animated content presented on YouTube is considered one of the most influential content aimed at children. It is presented in a comedic and entertaining way, capturing their attention and engaging them through colour, movement and adventure. Children see it as an outlet to unleash their imagination and express their inner thoughts. Through these videos, children receive their culture.

However, those who follow these animations find that they carry a number of messages and reflect the culture and values of their producers. They impose cultural concepts and new terms on children, including subtle hints and different values that may contradict our ethics, customs and traditions. This is especially true as most of these cartoons are produced in Western countries and translated into Arabic in an attractive and sophisticated artistic format. We have chosen to focus on the animated series "Clarence", which is available on YouTube. It is a cartoon series of American origin that has been translated into Arabic. There are many hidden values in this series, which can be positive or negative. It was therefore necessary to uncover the content and values contained in this series, as it is a Western production aimed at children in the Arab world, particularly in Algeria.

Based on this concern, we formulated the following research problem: What is the impact of digital screens on the behaviours portrayed in the animated series "Clarence" on YouTube? This is the main question that this research aims to answer. In order to gain a more comprehensive understanding of this problem, we will also address the following questions:

1. What are the visual characteristics of the animated series "Clarence"?
2. What are the main themes of the animated series "Clarence"?
3. What is the proposed perception of the behaviours that should be present in animated programmes aimed at children?

**Significance of the research:**

This research is of great importance as it attempts to study the media messages directed at children and the values they contain. It provides an overview of the characteristics of media messages conveyed through animated cartoons, now broadcast on YouTube, which play an important role in transmitting habits, traditions and values to children. Through this research, parents can be alerted to pay attention to the content of electronic media and its effects on their children.

**Aim of the research:**

The main objective of this research is to identify the educational values embedded in the animated cartoons on YouTube by analysing the content of the episodes of the animated series "Clarence" aimed at children, which have the potential to influence and change their values and habits.

**Research methodology:**

The research is primarily based on the descriptive analytical method due to its suitability and the nature of the research objectives. It aims to gather accurate and comprehensive information about the phenomenon and then analyse it. As part of the research methodology, a research tool was used to collect and analyse information, namely the content analysis tool, which is defined as "a scientific research tool used by researchers to describe the apparent and explicit content of the media material to be analysed in terms of form and content"<sup>1</sup> (Youssef Tamar, 2007: p. 10).

**Research population and sample:**

The research population is defined as all the elements related to the problem under study, which is a limited or unlimited collection of elements belonging to the phenomenon under study<sup>2</sup> (Ahmed Ben Marsli, 2013: p. 141). In this study, the research population consisted of the episodes of the animated series "Clarence" broadcast on YouTube in its Arabic version. The research sample consists of a purposive sample of five episodes of the animated series "Clarence" to identify the educational and cultural values they contain.

**Definition of terms:**

**Animated Cartoons:**

"An animated cartoon is a film composed of a collection of drawings or objects designed by artists or animators and captured with special cameras and techniques, requiring thousands of drawings."<sup>3</sup> (Mahdia Shaaban, Amal Ben Issa, December 2011)

**Digital screens:**

Digital signage is one of the latest educational tools used in educational technology. They are a special type of interactive touch-sensitive boards or panels. They are used to display various applications on the computer screen and allow users to save, store, print or email the content displayed when others are not present. They also have the ability to run most Microsoft or Android programs and have the freedom to browse the Internet.

**Values:**

Values are defined as "standardised ideas that guide behaviour and provide external and internal criteria to which people aspire, giving behaviour an ethical basis"<sup>4</sup>. (Said Boumaiza, 2005: p. 150)

**First axis: the role of digital screens in children's lives**

Many researchers emphasise the role of digital screens in influencing children because they are the biggest consumers of media content and represent the raw material for television programming, as most children spend their time sitting in front of this device. Some media researchers argue that the danger associated with the role of digital screens in children's lives in recent years has been the unrestricted access to their content at any time and in any way, even during school hours. This has often led to disengagement from school and other serious problems in children's lives, without the supervision of family members and other institutions such as schools. The results of many preliminary studies have shown that children's exposure to digital screens has become a dangerous phenomenon in modern times in Arab countries<sup>5</sup>. (Thuraya Eltigani, cited above, pp. 49-50)

**The digital screen as a mechanism for the socialisation of children in Algeria**

It is clear that television has had an impact on the family itself, and the role of this social institution has diminished in the face of modern working conditions. Mothers have gone out to work and children have absorbed values through the media, especially television. As for the reality of bringing up Algerian children, especially in the early childhood stage between the ages of 3 and 5, a study has shown that several social institutions contribute to their upbringing. These institutions include the family, pre-schools, mosques and television, with a notable decline in the role of parents in fulfilling their responsibilities in raising children at this stage. Many parents rely on other social institutions, namely preschools, mosques and the media, especially television, because of their busy schedules and the need to be away from home for most of the day. They find preschools and mosques to be ideal places to guide their children at this stage, while television serves as an alternative to keep children occupied and entertained while parents are busy with household chores<sup>6</sup> (Mahdia Makiri, 2010: p. 62). The digital screen has thus become a substitute for television and is now one of the most important socialisation institutions, along with the family and school.

It has even been called the "third parent" for its ability to compensate for the absence of parents who are busy outside or even inside the home. However, electronic screens remain a double-edged sword. Used properly, they can help children develop well-rounded social, psychological and creative skills. On the other hand, they can pose a danger and leave a negative impact on children's personalities, especially as the global rate of children's exposure to digital screen content is increasing, estimated to be between 4 and 7 hours per day, with an average of five and a half hours per day, compared to about three hours per day in the 1980s.

Electronic screen content can influence the socialisation process in the following ways

1. Dissemination of diverse information in different areas suitable for all age groups.
2. Facilitating the transmission of content through digital screens, allowing children to be influenced by prevailing social behaviour in other cultures through films and news programmes.
3. To provide entertainment and amusement<sup>7</sup> (Mahdia Makiri, same reference, p. 64).

Among the most important programmes on electronic screens that attract children are cartoons, which provide children with opportunities for fun and enjoyment. We will discuss this further through the following elements.

**Animated shapes**

Animated forms are characterised by their ability to represent abstract concepts, which can be difficult to grasp through the senses, in a tangible and vivid way. They also have the freedom of imagination that is not constrained by familiar laws of nature<sup>8</sup> (Mohammed Saleh, 2016: p. 72). Animated forms can take different forms, including:

- Object animation
- Puppet animation: This includes various types such as hand or glove puppets, marionettes, stick puppets, shadow puppets and masked puppets<sup>9</sup> (Mohammed Hassan Al-Amiri, 2011: p. 172).
- Animated posters
- Film making
- Optical compression

- Dot animation
- Ultraviolet animation
- Film Colouring
- Pastel colouring<sup>10</sup> (Abdullah Alian Al-Houli, 2004)

#### **Themes of animated films**

1. Adventure: These films depict journeys to different places and often deal with mythical adventures<sup>11</sup> (Mohammed Saleh, cited above, p. 62).
2. Historical stories: These stories involve historical events or characters from different periods and cultures. Their aim is to help children imagine the past in an attractive way. They have educational and pedagogical themes<sup>12</sup> (Rashida Bishbish, 1996, p. 74).
3. The animal world: Stories in which animals play a central role. They consist of simple events or a series of events that convey a specific lesson or purpose<sup>13</sup> (Ahmed Samir Hakim, 2016: p. 119).
4. Science fiction themes: These involve imagining future events and often focus on two main themes: interplanetary wars and time travel. This genre aims to stimulate children's imaginations and encourage them to think beyond conventional boundaries<sup>14</sup> (Rashid Bishbish, cited above, p. 74).
5. Folktales and myths: These are short stories that contain supernatural elements such as magic, genies, giants, dwarfs and various mythical creatures. They also convey moral lessons and mainly revolve around the conflict between good and evil <sup>15</sup>(www.noonpost.net, accessed on 09.04.2017 at 21:05).

#### **Values represented in animated forms:**

Cartoons can promote positive values that are in line with our beliefs. They can also reinforce or establish other values, especially in imported cartoons, as they are produced by Western countries and may reflect their values and culture.

**Religious and ethical values:** These refer to a set of behavioural, religious and ethical qualities that guide individuals in their religious beliefs<sup>16</sup> (Naif Yen Kharboush Hindi Al-Dhweibi, 2012: p. 15).

**Aesthetic values:** Aesthetic values apply to the television scene as an artistic work with all its connotations. It consists of a combination of arts such as decoration, graphics, directing, lighting and more<sup>17</sup> (www.researchgate.net, accessed on 19.02.2017 at 20:43).

**National values:** A set of values that reflect a sense of national identity and belonging to the country. They include preserving the environment and public property, loving and defending the country, abiding by laws and regulations, etc.<sup>18</sup> (Tasneem Ahmed Makhaymar, 2015: p. 11).

**Educational values:** They are a set of norms and judgments that members of society rely on to organise their lives and enable them to judge the words, actions, and social positions of individuals and groups around them.<sup>19</sup> (Najat Azat Shaban Abu Nasser, 2013: p. 7).

**Western values:** Refers to the principles, rules and preferences specific to cultures other than our own, which are characterised by foreignness, rejection and disapproval when applied and practised in our society<sup>20</sup>. (Naif bin Kharboush Hindi Al-Dhwaibi, as mentioned above: p. 16).

**Values that indicate negative behaviour:** A collection of actions and behaviours that are socially rejected and unacceptable and that contradict the values and principles of society. They include violence in its various forms, selfishness, arrogance, lying, injustice, exploitation, racism, mocking others, anger and cheating<sup>21</sup>. (Tasneem Ahmed Makhaymar, as mentioned above: p. 13).

#### **Positive aspects of cartoons**

- Providing cultural information to children.
- Cartoons expose the child to the eloquent Arabic language, which makes it fun for the child to correct pronunciation, improve language skills and enhance language proficiency.<sup>22</sup> (Shaima Al-Maligi, 2013: pp. 36-37).
- Cartoons contribute to educating children and instilling national values in their minds by presenting historical films in an appealing way, highlighting the national hero and how he lives for his country and for freedom<sup>23</sup>. (Abdullah Alian Al-Hawali, as mentioned above: p. 15).

#### **Negative aspects of cartoons:**

- Undermining children's religious beliefs and exchanging phrases that undermine religious beliefs.
- Presenting a negative world to the child that does not allow him to participate in it.<sup>24</sup> (Masouda Aribi, 2015: p. 48).
- Satisfying the child's subconscious with concepts of Western culture.

- Violence and crime: One of the most common themes in cartoons is violence and crime, as they provide the element of excitement and thrill that ensures the success of cartoons in the distribution market<sup>25</sup>. (Abdullah Alian Al-Hawali, as mentioned above: p. 20).

The temporal and spatial context in which the events of the episodes of the animated series "Clarence" studied took place.

**The second axis: Analysis of the content of episodes of the animated series "Clarence".**

"Clarence" is an American animated series that combines adventure and comedy. The main character is a boy called Clarence who lives in a realistic world, goes to school every day and spends his time with his friends. Clarence's design is unconventional, with bulging eyes, a toothless upper jaw, a hippopotamus-like mouth and a pig's nose.

Each episode of this series lasts 11 minutes, with a 19-second opening sequence consisting of a song accompanied by some images.

**First: Categories of expressions used**

This part of the research focuses on describing the techniques used to express the content of the animated series "Clarence", such as the source of the episodes studied, the means of expression used (such as drawings, music, sound effects, movements and verbal language), as well as the characteristics of the selected episodes of the "Clarence" series.

This section analyses the content of a sample of episodes from the animated series "Clarence" broadcast on YouTube, with a selection of five episodes.

The temporal and spatial framework in which the events of the studied episodes of the animated series "Clarence" take place is determined.

| <b>The circle</b>             | <b>Timeframe</b>                       | <b>Spatial framework</b>                                  |
|-------------------------------|----------------------------------------|-----------------------------------------------------------|
| <b>Chicken Eater</b>          | Noon                                   | 1. The Restaurant<br>2. Car Park<br>3. Inside the car     |
| <b>Pizza Swamp Wizard</b>     | Morning                                | 1. Woods                                                  |
| <b>An evening with a girl</b> | Morning                                | 1. Home garden<br>2. Inside the house<br>3. In the forest |
| <b>Weekend Holiday</b>        | 1. Morning<br>2. Noon                  | 1. Road<br>2. A house<br>3. Garden                        |
| <b>Dollar Chase</b>           | 1. Morning<br>2. Afternoon<br>3. Night | 1. House Garden<br>2. Kitchen<br>3. Living room           |

Table (1) shows the temporal and spatial framework in which the events of the analysed episodes took place.

Table (1) shows that the selected episodes from the series do not directly mention the date or time of the events. Instead, this information is inferred from certain indicators, such as the sunrise and the chirping of birds, which indicate morning, as in the episode "Pizza Swamp Sorcerer" and the episode "An Afternoon with a Girl". The presence of characters in the street during the day, discussing the need to contribute to the conversation in order to return to school, indicates the beginning of the day, as seen in the episode "Weekend". The presence of the cartoon characters in the restaurant indicates that it is midday, the time for a meal, as seen in the episode "Chicken Dinner". In addition, the onset of darkness indicates night time, as seen in the final scene of the episode "Dollar Hunt".

Regarding the location of the selected episodes of the animated series, Table (1) shows that the episodes are not limited to a fixed location. Sometimes they take place in the street, while others take place in the house and its different parts, such as the living room, the kitchen and the garden. Sometimes they take place in a restaurant or even in a playground, depending on the situations and events.

**Source of the episodes studied from the cartoon series "Clarence":**

| The series title | The authors:                        | The authors:                        | Dubbing company |
|------------------|-------------------------------------|-------------------------------------|-----------------|
| "Clarence"       | 1. Skyler Page<br>2. Patrick Harpin | 1. Skyler Page<br>2. Patrick Harpin | /               |

Table (2) shows the source of the episodes studied.

From the previous table, it can be seen that the animated series "Clarence" broadcast on Cartoon Network Arabic (CNA) is a dubbed series produced by Cartoon Network Studios. Cartoon Network Studios is an animation studio company founded by William Hanna and Joseph Barbera that has been producing animated content for over forty years<sup>26</sup>.

**Characteristics of the episodes of the animated series "Clarence" studied:**

**In terms of themes, duration and purpose:**

The selected episodes of this cartoon series are characterised by adventure and comedy within a duration of 11 minutes. The child "Clarence" embarks on various adventures that take him to exciting worlds full of comic and humorous movements. In this type of cartoon series, the child sometimes creates several problems that get out of control.

The events of the selected episodes revolve around themes and situations that children may encounter on a daily basis, such as the search for adventure and play within the context of the family environment, including the home, friends, school and even the street. The animated series "Clarence" therefore aims to provide children with moments of fun and play that allow them to escape from the pressures of learning. This is evident in the messages conveyed by the announcer during the broadcast of Clarence episodes, inviting viewers to change their perspective on the world and join Clarence in fun, play, laughter and mischief with their new and unique friend, Clarence.

The airing of these episodes on the channel is characterised by repetition. This is done in order to reinforce certain scenes in the minds of the children, especially since the series has an entertaining and educational nature, which the parents are involved in for the purpose of amusement and enjoyment.

**Characteristics of the studied episodes of the animated series "Clarence" in terms of animation style and colours:**

The design of the illustrations and the choice of colours in this series varied because of the importance of graphics and colours in conveying certain meanings and their ability to attract the attention of children who love anything with bright, varied and beautiful colours. The series relied on a cartoonish visual style, using bright colours at times and darker colours at others. The characters were cartoonish, a style based on exaggerating certain parts of the drawn character, such as the nose, mouth, head and hands, as well as body size. The main character, "Clarence", is characterised by a chubby body, large eyes and only two prominent teeth in a mouth that resembles that of a hippopotamus, giving the drawn character a comical and humorous appearance.

Each of the episodes studied used verbal language, gestures, sound effects and music simultaneously to convey its messages, and was spoken in Modern Standard Arabic.

However, the verbal language of the main character "Clarence" is not accurate, as evidenced by his incorrect pronunciation of some letters. For example, he pronounces the letter "seen" as "sheen", so the word "sabab" (reason) is pronounced as "shabab". He also mispronounces the letters 'thal' and 'jeem' as 'zeen' so that the words 'alladhi' (who) and 'tunzah' (to succeed) are pronounced as 'al-lazee' and 'tunzah'. This has an impact on the acquisition of the correct pronunciation of some letters and words in the Arabic language for children who watch these animations and are fans of the character "Clarence", especially as children of this age are in the process of acquiring and learning the Arabic language.

**Characteristics of the generic episodes of the series studied:**

The generic episode contains a song accompanied by some images, starting with an image of the child Clarence playing with his friends, and at the end of the generic appears the name of the series "Clarence" in English, followed immediately by the name of the episode.

In animated series, the generic serves as an interface through which we learn about the characteristics, themes and benefits of the animation. Therefore, it is noticeable that all the selected episodes of the animated series "Clarence" are introduced by a generic that includes several visual and auditory elements.

**A. Elements used in the generic:** It can be said that the generic relies on visual elements as well as dance music, which can increase the attractiveness of the series and invite the child to watch it, since the generic serves as an introduction to the cartoon series. The producer's aim is to give an idea of the type and content of the series through the cartoon illustrations presented and their quality. Therefore, it can be said that the producers are aware of the importance of the generic in animated series, so they have worked to support it with all the expressive elements that can increase its attractiveness.

**B. Duration of the generic:**

This cartoon series was based on a short generic of 19 seconds, consisting of animated illustrations, music and a song, in addition to credits listing the contributors to the production, presented in English. It also included the title of the episode, which was also presented in a foreign language.

In addition to the episode title, this is based on the use of foreign language.

**Music and sound effects used in the episodes studied:**

The selected episodes of the animated series "Clarence" used a variety of music and sound effects, such as door sounds or footsteps. The sound effects varied from quiet to loud, as in episodes such as "An Evening with Girl" and "Dollar Chase". There was also quiet music in episodes such as "Weekend Holiday", along with mixed effects as seen in the episodes "Chicken Eater" and "Pizza Swamp Magician". The purpose of these elements was to enhance the content of the cartoon series and attract the child's attention. It is well known that children are easily influenced by loud music and sound effects as they are designed to grab their attention and evoke strong emotions.

A. Impression of place: For example, the sound of cars and noises create a sense of a street, as in the episodes "Chicken Eater" and "Dollar Chase".

B. Impression of time: For example, the sunrise gives a sense of the beginning of the day, as seen in the episodes "Pizza Swamp Magician" and "Weekend Holiday", while darkness gives a sense of night, as seen in the episode "Dollar Chase".

C. Impression of the same situation: For example, the sad expression on the face of Clarence's mother indicates her fear and worry, as seen in the episode "Dollar Chase".

**Second: Categories of what was said**

**The types of cartoon character names in the selected episodes of the "Clarence" cartoon series:**

All the names of the cartoon characters used in the selected episodes of the "Clarence" cartoon series were foreign names, such as Clarence, Jeff, Sumo and Mary. The cartoon characters retained the same names as in the original versions and were not changed or replaced with Arabic names, despite the fact that the channel targets an Arabic audience. The translation of names, as a human activity with its own rules and regulations, continues to raise theoretical and practical problems. Translation studies has witnessed an unprecedented development in terms of theories, methodologies and approaches, with different perspectives and researchers contributing to its appreciation. All this has strengthened the field of translation and extended its influence to other humanities, including literature, technology and science, among others. The problem of translation arises in the translation of realistic names from the perspective of strategies of domestication and foreignisation in translation, where the cultural element is considered one of the most influential factors in translation. The translator grows up in his/her own culture and environment, while the culture of the foreign language he/she is translating into is unfamiliar. This is particularly relevant to the target audience, which is different from other audiences. This explains why names are not translated in the Arabic context.

**Educational values category:**

The selected episodes of the cartoon series "Clarence" presented several educational values, which are a set of judgments related to the actions, people and things expressed by the cartoon characters in the episodes studied. These values are based on judgments and norms derived from the society and culture in which the creator of these cartoons grew up.

Several judgements related to individual and collective behaviour were addressed in the episodes studied.

Some were considered negative, while others were considered positive, as shown in Table (3) regarding the evaluation of different behaviours in the series episodes studied, based on what was explicitly and implicitly mentioned in these episodes.

| Values                               |               | Chicken Eater episode                               | Pizza Swamp Wizard episode | An evening with a girl episode | Weekend Holiday episode                                                                                                                                                                                                                     | Dollar Chase episode                                                                                                              |
|--------------------------------------|---------------|-----------------------------------------------------|----------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Educational Values                   | Social Values | 1. Friendship<br>2. Expressing love through actions |                            |                                |                                                                                                                                                                                                                                             | 1. Showing love through your actions<br>2. Cooperation<br>3. Friendship                                                           |
|                                      | Moral Values  | Tolerance                                           |                            |                                | Greetings                                                                                                                                                                                                                                   |                                                                                                                                   |
| Values indicating negative behaviors |               | 1. Screaming<br>2. Anger<br>3. Violence<br>4. Lying |                            |                                | 1. Sitting and playing in dirty places<br>2. Violence<br>3. Breaking and destroying<br>4. Shouting<br>5. Selfishness<br>6. Gambling addiction<br>7. Anger<br>8. Exploitation<br>9. Extravagance and wastefulness<br>10. Dressing half-naked | 1. Lying<br>2. Lack of honesty<br>3. Violence<br>4. Wasting food<br>5. Breaking and destroying<br>6. To scream<br>7. Scary sounds |

Table (3) illustrates the educational values contained in the selected episodes of Clarence. The table above shows the main values contained in the selected episodes of the cartoon series. It can be seen that the values indicating negative behaviour are distributed among the following values: shouting, violence, anger, nudity, destruction and wastefulness. The values of shouting and violence occupy the first place among all the observed values.

Furthermore, negative values such as offensive language and inappropriate kissing were repeated in some of the episodes studied. This indicates a high level of moral degradation in the content broadcast on YouTube. It also suggests that the channel aims to reinforce negative values repeatedly, which makes the presence of supervision of the media content that children watch on this channel an urgent necessity.

Furthermore, the negative values mentioned include images that violate modesty, such as nudity and the mocking of others. All these values are inappropriate for the child's age group, and their presence in the cartoon series aimed at them indicates a desire to promote deviation and moral corruption among Arab children, which is contrary to Arab and Islamic values. If we apply these values to the child, we would find several images that the child unintentionally absorbs as acceptable norms.

The content of the ethical values included in the studied episodes of the cartoon series "Clarence", as shown in the previous table, indicates that the value of greetings is one of the ethical values that



appeared in the studied episodes. It is also clear that the highest value among the ethical values included in the episodes studied is the value of tolerance.

As for the social values that appeared in the episodes studied, such as cooperation and honesty, they were all purposeful values that can have a positive impact on the child's psyche.

In general, the table above shows that some values and behaviours, such as cooperation, friendship, tolerance and greetings, are considered positive behaviours that should be encouraged.

On the other hand, certain behaviours emerged as negative values that do not contribute to the proper education of the child.

In the episodes studied, several judgements were made about individual behaviours. Some were considered negative, while others were considered positive, as shown in Table (3) regarding the evaluation of different behaviours in the studied episodes of the series, based on what was explicitly and implicitly mentioned in these episodes.

### **Results of the analysis:**

Through our analysis of the content of a sample of episodes of the cartoon series "Clarence" broadcast on electronic platforms through YouTube, we have obtained several results related to the values conveyed by this series, including the following:

1. Regarding the source of the animated series "Clarence" broadcast on electronic platforms, it is an Arabic dubbed cartoon series produced by Cartoon Network Studios, a studio founded by William Hanna and Joseph Barbera that has been producing animated films for forty years.
2. The selected episodes of the animated series "Clarence" were broadcast on YouTube and had a duration of 11 minutes, broadcast in the evening and rebroadcast in the morning.
3. The research paper showed that the selected episodes of the cartoon series "Clarence" were not limited to a specific location as they took place in different places such as home, school and the park.
4. The selected episodes of the cartoon series "Clarence" were characterised by an introductory sequence supported by audio and visual elements, including music and animated images, which enhanced the attractiveness of the cartoon series. The length of the intro sequence was short, around 19 seconds, which was appropriate for the length of the episodes.
5. The animation style in the selected episodes of the "Clarence" cartoon series was based on caricature. This type of animation was suitable for the aims of the series, as the characters were caricatured. This style relies on the exaggeration of certain parts of the drawn character, such as the nose, mouth, head and hands, to give the character a comical and humorous aspect. The colours used in this type of animation were bright and beautiful, which added to their attractiveness and beauty.
6. The cartoon series "Clarence" used sound effects, loud music and expressive means to convey its content, such as verbal language, movements and various sound effects. This cartoon series was dubbed in Arabic, but the names of the cartoon elements were not translated into Arabic. Instead, the Western names (Clarence, Jeff, etc.) were kept, in an attempt to alienate Arab children from their authentic environment and culture.
7. This research paper demonstrates that the cartoon series "Clarence" serves as a means of conveying and reinforcing various positive and negative values and behaviours to children in an entertaining way. It indirectly conveys certain messages that may contribute significantly to changing a child's behaviour for the worse rather than for the better.
8. The cartoon series "Clarence" presents mainly negative values that overshadow the positive ones in the episodes studied. These negative values are represented by scenes of violence, destruction, aggression, lying, shouting, selfishness and immodest images. All these values are inappropriate for the age group of the child and should be completely excluded from their lives. The presence of such content in a cartoon series aimed at children indicates an intention to reinforce moral deviation among Arab children, which is contrary to Arab and Islamic values.
9. The main character, "Clarence", displays a lack of verbal language skills, as evidenced by his incorrect pronunciation of certain letters, such as (s), (dh) and (j). This has implications for the correct acquisition of the pronunciation of certain letters and words in the Arabic language by children who watch this cartoon series and admire the character "Clarence". This is particularly important given that children of this age are in the process of acquiring and learning the Arabic language.

### **Suggestions and Recommendations:**

1. Parental awareness: It is crucial to raise parents' awareness of the dangers of certain Western animated content that conveys values alien to the Arab-Islamic world. This content can have an impact on the general values of Arab children, including those in Algeria. Parents should regularly engage with this content, closely monitor their children's behaviour and guide them towards appropriate use and consumption of media content, without necessarily prohibiting it. This approach can also strengthen the bond between parents and children, especially at a time when it is said that children are raised by three parents: the father, the mother and the television.
2. Preserving Arab-Islamic values: Efforts should be made to promote and strengthen Arab-Islamic values through intellectual and technical support, as well as Arab investment in the production of animated content, including feature-length films, aimed at Arab-Muslim children. Arab media, including children's channels, should play a role in the global dissemination of these programmes that convey correct Islamic educational values. Most importantly, these values should be instilled in the hearts and minds of our children by creating cartoon characters that bring them joy and entertainment while guiding them towards righteous behaviour.
3. Encourage appropriate translation: Those responsible for translating cartoon content should choose Arabic vocabulary that does not reinforce negative values, given that most cartoons are dubbed into Arabic.

### **Main text and footnotes:**

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