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SOCIOLINGUISTIC ANALYSIS OF YOUNG-LEARNERS-DIRECTED SPEECH IN PEPPA PIG: SOCIALIZING YOUNG LEARNERS THROUGH LANGUAGE

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ABSTRACT

This study explores selected speech features in *Peppa Pig* and investigates how five female young learners respond to and reuse language from the programme during home-based English tutoring. It focuses on simple-present-tense sentences and selected expressions encountered through guided viewing and language practice. Using a qualitative descriptive approach, the study involved five learners: MA (7), AL (10), and ME, KA, and CH (12). Data were obtained from preliminary observation notes recorded across eight tutoring sessions involving active reading, guided viewing with English subtitles, discussions, language practice, reviews, and story time. The observations indicate that learners spontaneously produced simple-present-tense sentences and expressions such as "ouchie," "easy peasy lemon squeezy," and "pretty lit." Differences in expression reuse were also noted, with MA and AL reportedly using some slang expressions less frequently than ME, KA, and CH. However, these preliminary patterns require verification through complete recordings and transcripts. The study may contribute to English language teaching, applied linguistics, sociolinguistics, language socialization, and educational media research by illustrating how children's television programmes can support informal English learning. It also highlights the potential of guided viewing, discussion, and contextualized practice to encourage learners' engagement with spoken English.

Keywords: Peppa Pig, young learners, English language learning, sociolinguistics, language socialization, child-directed speech.

1. INTRODUCTION

Children's animated programmes provide multimodal English input through dialogue, visual cues, and contextualised interactions. These features may help young learners interpret vocabulary, grammatical structures, and expressions in meaningful contexts (Montero Perez, 2022; Muñoz, 2022). Research has examined audiovisual input in relation to vocabulary, grammar, listening, and incidental language learning, including the influence of captions, repeated exposure, and viewing conditions (Avello & Muñoz, 2025; Fievez et al., 2023; Kurokawa et al., 2025; Muñoz et al., 2023; Reynolds et al., 2022; van der Kolk & Feijoo, 2024). Studies have also explored cartoon-based learning among children and young EFL learners (Arifani, 2020; Casulleras & Miralpeix, 2024; Finger-Bou & Muñoz, 2024; Milosavljevic & Reynolds, 2024; Trota et al., 2022; Younas & Dong, 2024). However, exposure does not automatically demonstrate comprehension, retention, or independent language use.

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Research on children's media has further considered the relationship between viewing experiences and language development (Alroqi et al., 2022; Kucker et al., 2024; Novikova et al., 2025). Studies of extensive viewing have examined potential outcomes for listening and vocabulary learning (Gesa & Miralpeix, 2024; Kanayama, 2024; Peters & Webb, 2018; Rodgers & Webb, 2020), while other work has investigated grammatical constructions and formulaic expressions in audiovisual input (Puimège, 2024). These perspectives support examining not only individual words but also recurring sentence patterns and context-dependent expressions. Nevertheless, vocabulary-focused findings should not automatically be generalised to all linguistic features presented in animated programmes.

Peppa Pig has received attention for its linguistic characteristics and potential relevance to EFL learning. Corpus-based studies have examined the language represented in its episodes (Policarpio et al., 2023; Scheffler et al., 2021), while Nikolaus et al. (2022) investigated English learning in relation to the programme. Research on other children's media has similarly examined lexical and syntactic features of child-directed speech (Ismail & Salehuddin, 2025). Beyond linguistic form, language socialisation highlights how children learn to participate in social interactions through language (Ochs & Schieffelin, 2009). Repeated speech patterns may be relevant to children's language environments (Lester et al., 2022), while peer interaction and guided support can create opportunities for language production (Leslie, 2022; Vygotsky, 1978). These perspectives suggest that learners' responses should be examined alongside tutor explanations, modelling, and peer interaction rather than attributed solely to media exposure.

This qualitative descriptive study involved five female learners receiving home-based English tutoring: MA (7 years old, Grade 2), AL (10 years old, Grade 4), and ME, KA, and CH (12 years old, Grade 6). The participants attended eight sessions over approximately four weeks in September 2026. Each session lasted up to two hours, with selected *Peppa Pig* segments viewed with English subtitles and followed by tutor-led questions, explanations, sentence-building, review, reading, and storytelling activities. The first episode was used to discuss the simple present tense, while other segments introduced "ouchie," "easy peasy lemon squeezy," and "pretty lit." These examples represent different linguistic categories: grammatical constructions and informal expressions whose meanings may depend on context. Their interpretation is consistent with research highlighting the role of audiovisual input and meaning-focused activities in language learning (Montero Perez, 2022; Muñoz, 2022; Puimège, 2024).

Preliminary observations suggested variation in the participants' responses and reuse of the selected language features. MA reportedly produced simple-present-tense sentences, including "I love cake," while KA, ME, and CH were described as reusing informal expressions more frequently than MA and AL. However, these observations do not establish age-related differences, grammatical mastery, or long-term retention. The study therefore aims to identify selected linguistic features in *Peppa Pig* and describe how the five learners responded to and reused them during tutoring. Following qualitative description (Sandelowski, 2000), the analysis should remain close to the available evidence. If thematic analysis is used to organise recurring patterns, the procedures should be documented transparently (Braun & Clarke, 2006). Interpretations of context-dependent expressions should likewise be grounded in their interactional use rather than assumed intentions or meanings (Brown & Levinson, 1987). Given the small sample and reliance on tutor observations, the findings are exploratory and describe language use within one instructional setting rather than

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demonstrating that the programme independently caused language acquisition.

Accordingly, this study addresses the following research questions:

1. What linguistic and sociolinguistic features are salient in the selected *Peppa Pig* material used during the tutoring sessions?
2. How do the five young learners respond to and reuse selected grammatical patterns and expressions from the episodes during tutoring activities?

2. LITERATURE REVIEW

2.1 Child-Directed Speech and Language Features in Children's Media

Child-directed speech (CDS) refers to language features commonly associated with communication directed towards children. These features may include frequent vocabulary, relatively short utterances, repetition, and expressions connected to familiar situations. However, such characteristics should be identified from actual language data rather than assumed to occur in every utterance in children's programmes. In this study, CDS is used as a sensitising concept to guide the examination of selected dialogue in *Peppa Pig*.

Recent research has examined the linguistic characteristics of children's animated programmes. Scheffler et al. (2021) investigated *Peppa Pig* as a potential source of linguistic input for pre-primary English as a Foreign Language (EFL) instruction through corpus analysis. Policarpio et al. (2023) also analysed linguistic features across 166 episode transcripts of *Peppa Pig*. In a related study, Ismail and Salehuddin (2025) examined the lexical and syntactic characteristics of the children's cartoon *Bing*. These studies demonstrate that animated programmes can be analysed systematically to identify linguistic patterns that may be relevant to young learners.

Nikolaus et al. (2022) used *Peppa Pig* to investigate how spoken dialogue could be connected with visual information through computational language learning. Their research focused on language and video representation rather than children's participation in tutoring. Although these studies provide useful information about language in children's media, they do not directly describe how individual learners respond to selected expressions and subsequently use them in guided learning activities. The present study addresses this distinction by examining selected grammatical patterns and informal expressions alongside learners' observed responses during tutoring sessions.

2.2 Language Socialization and Guided Interaction

Language socialization explains how children learn language while participating in socially and culturally meaningful interactions. Ochs and Schieffelin (2009) describe language acquisition and socialization as interconnected processes in which children learn linguistic forms and ways of participating in social situations. This perspective is relevant to the present study because the participants did not watch *Peppa Pig* independently. The tutor watched the episodes with them, asked questions, discussed expressions, and encouraged them to produce their own sentences.

Vygotsky's (1978) sociocultural perspective provides a complementary explanation of learning through interaction and guidance. In a tutoring environment, questions, explanations, and opportunities for practice may help learners notice and use particular language forms. However, the presence of guidance does not establish that a particular expression was acquired solely through the programme. The analysis must therefore distinguish between language presented in the episodes, language discussed by the tutor, and language subsequently used by the learners.

The importance of the learning context is also reflected in research on audiovisual materials. Montero Perez (2022) reviewed research on second- and foreign-

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language learning through audiovisual input and on-screen text, highlighting the relevance of considering how learners encounter and process language. Muñoz (2022) likewise discussed audiovisual input as a resource in second-language learning. These perspectives support examining video-based activities as part of a broader learning experience rather than treating viewing as an isolated event.

In the present study, the tutoring activities included English-subtitled viewing, questions and discussion, short language practice, review, active reading, and story time. This combination created opportunities for learners to discuss expressions and produce language in an interactive setting. Accordingly, the analysis considers the tutor's guidance and the children's participation when interpreting observed language use.

2.3 Audiovisual Input, English Subtitles, and Young Learners

Audiovisual input combines spoken language with visual information, allowing learners to encounter expressions while observing the situations in which they occur. On-screen text can provide additional information about spoken forms and may help learners recognise unfamiliar words. Montero Perez (2022) reviewed research on audiovisual input and on-screen text, while Muñoz (2022) discussed the role of audiovisual materials in second-language learning. Both provide a broader foundation for investigating animated programmes as supplementary resources for English learning.

Research has also examined the relationship between subtitles and vocabulary learning. Reynolds et al. (2022) conducted a scoping review and meta-analysis of vocabulary acquisition through captioned and subtitled videos. Their work provides evidence that viewing conditions are an important consideration in video-based language learning. Kurokawa et al. (2025) conducted a meta-analysis of incidental vocabulary acquisition through captioned viewing and reported an overall benefit of captions compared with uncaptioned viewing. Nevertheless, such findings do not mean that every learner will understand or reuse every expression encountered in a video. Learning outcomes may vary according to the learner, the material, and the conditions under which viewing takes place.

Fievez et al. (2023) examined incidental vocabulary learning through viewing a French Netflix series with glossed captions. Their study illustrates how caption design and the presentation of vocabulary can be investigated as part of audiovisual language learning. Research on captioned viewing therefore provides a relevant background for the present study, in which all selected *Peppa Pig* material was watched with English subtitles.

The present study differs from experimental research that measures vocabulary gains through pre-tests, post-tests, or delayed tests. It does not compare captioned and uncaptioned conditions or claim to measure vocabulary acquisition. Instead, it describes learners' responses and observed reuse of selected language during tutor-guided viewing and subsequent activities. This distinction is important because the study focuses on language use in context rather than the effectiveness of subtitles as an independent teaching intervention.

2.4 Grammatical Production, Informal Expressions, and Register

The language examined in this study includes grammatical structures and informal expressions. These require different forms of analysis. Simple-present-tense sentences can be examined through their grammatical construction and use in context, whereas expressions such as "ouchie," "easy peasy lemon squeezy," and "pretty lit" require attention to meaning, register, and the situations in which they are used. The expressions should not be treated as belonging to the same linguistic category simply because they appeared in the same learning activities.

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Research on *Peppa Pig* has provided a basis for examining the programme's linguistic features (Scheffler et al., 2021; Policarpio et al., 2023). Nikolaus et al. (2022) further demonstrated the relevance of connecting dialogue with visual context. Meanwhile, Ismail and Salehuddin (2025) provided a comparison through their analysis of lexical and syntactic structures in *Bing*. However, identifying an expression in a programme does not demonstrate that a child understands it or can use it independently. For this reason, the present study distinguishes between expressions encountered during viewing, expressions discussed with the tutor, and expressions reportedly reused during later activities.

Register is relevant because informal expressions may be appropriate in some situations but not others. For example, "pretty lit" requires contextual interpretation before its meaning and communicative function can be described. Similarly, "ouchie" can be examined as an expressive term associated with pain or discomfort in the situations reported by the participants. Repetition of these expressions may indicate familiarity or willingness to use them, but repetition alone cannot establish full understanding or long-term retention.

Brown and Levinson's (1987) politeness theory may be relevant when analysing expressions involving requests, apologies, thanks, or other face-related communication. However, politeness theory is not the primary framework for this study because the currently documented examples focus mainly on grammatical production and informal expressions. Applying politeness categories without supporting dialogue evidence could produce interpretations that are not justified by the data. Therefore, the analysis prioritises grammatical form, lexical meaning, register, interactional context, and observed language reuse.

2.5 Previous Studies and Research Gap

Previous research on children's media can be grouped into three broad areas. The first examines linguistic features in animated programmes. Scheffler et al. (2021) and Policarpio et al. (2023) investigated language in *Peppa Pig*, while Nikolaus et al. (2022) examined the relationship between the programme's spoken dialogue and visual information. Ismail and Salehuddin (2025) extended this general area through a linguistic analysis of *Bing*. These studies provide useful foundations for examining language in children's programmes, but their principal focus is on programme content or language representation rather than the observed use of expressions by children during tutoring.

The second area concerns audiovisual input and the role of subtitles in language learning. Montero Perez (2022) and Muñoz (2022) discussed audiovisual input and on-screen text in second-language learning. Reynolds et al. (2022) synthesised research on captioned and subtitled videos, while Fievez et al. (2023) examined vocabulary learning through a subtitled and glossed television series. Kurokawa et al. (2025) provided further evidence through a meta-analysis of captioned viewing. These studies help explain why subtitle-supported viewing is relevant to language learning, but their findings cannot be directly transferred to the present participants because the current study does not measure vocabulary gains experimentally.

The third area concerns the relationship between language and social interaction. Ochs and Schieffelin (2009) and Vygotsky (1978) provide theoretical perspectives for understanding language learning through participation and guidance. These perspectives are relevant to a tutoring setting where learners are encouraged to discuss meanings, answer questions, and produce their own sentences. They also highlight why children's responses should be interpreted in relation to the activities and interactions in which they occur.

The research gap addressed by the present study is the need for a context-

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specific qualitative description connecting selected language features in *Peppa Pig* with children's responses and reuse of expressions during guided English tutoring. The study involves five female learners aged seven to twelve, identified as MA, AL, ME, KA, and CH, who participated in eight home-based tutoring meetings. The sessions included viewing selected episodes with English subtitles, questions and discussion, short language practice, review, active reading, and story time. This context allows the study to describe how selected grammatical patterns and informal expressions appeared during interaction across learners of different ages.

The study does not aim to establish a causal relationship between watching *Peppa Pig* and language acquisition, nor does it seek to generalise the findings to all young learners. Instead, it provides a small-scale account of observed and reported language use within a particular tutoring context. By distinguishing programme dialogue from tutor guidance and learners' subsequent responses, the study offers a context-sensitive description of how animated media may be incorporated into informal English learning.

The literature review informs the following research questions:

1. What linguistic and sociolinguistic features are salient in the selected *Peppa Pig* material used during the tutoring sessions?
2. How do the five young learners respond to and reuse selected grammatical patterns and expressions from the episodes during tutoring activities?

3. METHODS

3.1 Research Design and Participants

This approach was appropriate for describing language use in context without testing causal relationships or statistically measuring learning outcomes (Sandelowski, 2000). The study was observational, with no control group, experimental treatment, or pre-test–post-test comparison.

Five participants were purposively selected and identified as MA, AL, ME, KA, and CH to maintain confidentiality. As presented in Table 2, the participants ranged from seven to twelve years old and were enrolled in Grades 2, 4, and 6. All five reportedly attended eight tutoring sessions in September 2026. Comparisons were descriptive and were not intended to establish generalisable age-related differences. Their characteristics are presented in Table 1.

Table 1. Participants' Characteristics

No.	Participant Code	Age	Grade
1	MA	7 years	Grade 2
2	AL	10 years	Grade 4
3	ME	12 years	Grade 6
4	KA	12 years	Grade 6
5	CH	12 years	Grade 6

Source: Participant information supplied for this study

3.2 Research Setting and Procedure

The study was conducted in a home-based tutoring environment over eight sessions held on Tuesdays and Thursdays during approximately four weeks in September 2026. Each session lasted up to two hours, while the main audiovisual activities and discussions typically occupied 15–30 minutes.

The tutoring sessions comprised active reading, guided viewing, discussion, language practice, review, and story time. Following approximately five minutes of active reading, participants watched selected *Peppa Pig* segments with English subtitles while the tutor facilitated interaction through questions and discussion. The viewing activities involved three selected videos or segments, followed by brief practice with unfamiliar words and expressions. Each session concluded with review and approximately ten minutes of story time, during which selected learners were invited to retell or share stories. These activities provided opportunities to observe participants' responses and use of selected linguistic features. Table 2 presents the sequence of tutoring activities.

Table 2. Structure of the Tutoring Sessions

Stage	Activity	Observation Focus
Before viewing	Active reading for approximately five minutes	Learners' participation before audiovisual

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		exposure
During viewing	Viewing selected *Peppa Pig* videos or segments with English subtitles and tutor-led questions	Responses to the programme, questions, and possible reuse of expressions
Practice and review	Brief practice with unfamiliar words or expressions and post-viewing review	Attempts to use selected forms in sentences
After viewing	Story time for approximately ten minutes, with selected learners invited to speak	Retelling and use of expressions in learner-generated speech

Source: Tutoring procedure described in the study notes

The timings in Table 3 represent approximate durations reported in the study notes. They should not be interpreted as identical timings for every meeting.

3.3 Materials and Data Collection

The audiovisual materials consisted of three selected *Peppa Pig* videos used during the home-based English tutoring sessions. Each video was associated with a particular linguistic focus. The first video, *Peppa Pig Season 1 Episode 3 – Best Friend – Cartoons for Children*, was used to discuss examples of the simple present tense. The second video, *Peppa Pig Tales – Tooth Ache – Season 2, Episode 90*, was associated in the tutor's notes with the expressions "easy peasy lemon squeezy" and "ouchie." The third video, *Peppa Pig Buys NEW Clothes – Peppa Pig Tales – Full Episodes – Cartoons – 30 Mins*, was used to discuss the expression "pretty lit," particularly in the segment from 15:07 to 18:07. Table 3 presents the selected videos, their reported linguistic focus, and their online sources.

Table 3. Audiovisual Materials Used in the Study

No.	Video Title	Linguistic Focus	Source
1	*Peppa Pig Season 1 Episode 3 – Best Friend – Cartoons for Children*	Simple-present-tense examples	Watch video 1
2	*Peppa Pig Tales – Tooth Ache – Season 2, Episode 90*	"Easy peasy lemon squeezy" and "ouchie"	Watch video 2
3	*Peppa Pig Buys NEW Clothes – Peppa Pig Tales – Full Episodes – Cartoons – 30 Mins*	"Pretty lit" (15:07–18:07)	Watch video 3

Source: Video links and segment descriptions supplied for this study

English subtitles were used during guided viewing, with the tutor facilitating learning through questions, discussion, and brief practice with unfamiliar language. The third video was introduced during the second meeting and revisited in subsequent sessions.

Data collection focused on learners' responses during viewing, participation in discussions, and use of selected grammatical forms and expressions during practice and story time. The available evidence consisted of the tutor's descriptions and anecdotal observation notes. The exact programme dialogue and contextual use of the selected expressions therefore require verification against the relevant video segments. Planned data sources included participant observation, field notes, tutoring-session recordings and transcripts, and programme dialogue transcripts; however, their availability must be confirmed before they are reported as collected data. The study did not use questionnaires or formal language tests, and no statistical software or specialised hardware was specified.

3.4 Data Analysis

The study adopted a qualitative descriptive approach, with the proposed coding process guided by Braun and Clarke's (2006) six phases of thematic analysis. The initial categories covered simple-present-tense constructions, informal expressions, spontaneous and prompted reuse, explanations of meaning, and differences in participants' use of selected expressions.

The analysis was to be based on the available evidence, distinguishing observation notes from verified utterances in recordings or transcripts, where available. Expressions were classified as spontaneous only when produced without an immediate prompt; those elicited through tutor instructions or practice were categorised as prompted or tutor-supported use. The

analysis also differentiated observed language production from interpretations of learners' understanding or long-term development, keeping conclusions grounded in the available data (Sandelowski, 2000).

3.5 Trustworthiness and Ethical Considerations

The credibility of the analysis can be enhanced by comparing observation notes with available recordings and transcripts, supporting interpretations with specific evidence, and addressing discrepancies transparently. The manuscript should distinguish directly documented observations from the tutor's retrospective accounts.

As all participants are minors, ethical procedures require confirmation of parental or legal guardian consent, age-appropriate child assent where applicable, and permission to use recordings or quotations. These considerations align with educational research ethics guidance (British Educational Research Association, 2024). Participant codes are used to protect identities; however, consent, assent, and institutional approval must be verified before publication, and only procedures actually undertaken should be reported.

4. RESULTS AND DISCUSSION

4.1 RESULT

4.1.1 Participant Selection and Tutoring Activities

The study involved five female young learners aged 7–12 years who were purposively selected based on their participation in home-based English tutoring. Identified as MA, AL, ME, KA, and CH, all participants reportedly attended eight sessions held twice weekly over four weeks in September 2026. Each session lasted up to two hours, with approximately 15–30 minutes devoted to viewing and discussing selected *Peppa Pig* materials.

The activities included guided viewing with English subtitles, tutor-led questioning, explanations of selected expressions, sentence practice, active reading, review, and storytelling. The first episode focused on simple-present-tense constructions, while two additional video segments introduced informal expressions. Consistent with qualitative description (Sandelowski, 2000), the findings are presented as contextual accounts of observed language use rather than measured improvements in English proficiency.

Table 4. Participant Characteristics and Observation Schedule

Participant code	Age	School grade
MA	7 years	Grade 2
AL	10 years	Grade 4
ME	12 years	Grade 6
KA	12 years	Grade 6
CH	12 years	Grade 6

Source: Participant information supplied for the study

Table 5. Overview of Tutoring Activities

Component	Description
Observation period	September 2026, approximately four weeks
Schedule	Tuesdays and Thursdays
Number of meetings	Eight
Participants	Five female learners aged 7–12
Viewing and discussion	Approximately 15–30 minutes for the selected materials
Initial material	One episode selected to discuss the simple present tense
Additional material	Two further video segments addressing selected informal expressions
Supporting activities	Active reading, tutor-led questions, sentence practice, review, and story time
Viewing conditions	English subtitles

Source: Tutor's account of the tutoring procedure.

The use of purposive selection and a small participant group is compatible with a context-focused qualitative inquiry. Nevertheless, the rationale for selecting participants should be distinguished from the interpretation of their language use. The sample provides information about five learners in one tutoring setting, but it cannot establish general differences between all children aged seven, ten, and twelve.

4.1.2 Reported Use of Grammatical Patterns and Informal Expressions

The observation notes identified four main areas of reported language use: simple-present-tense sentences, "ouchie," "easy

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peasy lemon squeezy," and "pretty lit." The expression "piece of cake" was also mentioned in the tutor's account but was taught separately and was not identified as part of the selected episode dialogue.

Table 6. Selected Language Features and Preliminary Observations

Language feature	Reported observation	Interpretation
Simple present tense	MA reportedly produced "I love cake" during the second week and was also reported to have produced a sentence about her mother's food preferences.	Suggests participation in grammatical practice and reported use of a target structure.
"Ouchie"	Learners reportedly used the expression when experiencing or pretending to experience minor pain.	Suggests that the expression became associated with particular emotional or physical situations.
"Easy peasy lemon squeezy"	Misha reportedly used the expression in response to a request to construct a simple-present-tense sentence. Other learners subsequently echoed it.	Suggests possible circulation of an expression through interaction among participants.
"Pretty lit" / "quite lit"	Learners reportedly discussed the expression after tutor prompting and later used similar wording when commenting on clothing.	Suggests reported reuse following explanation and contextualised practice.
"Piece of cake"	The tutor explicitly identified this expression as separately taught language.	Should be analysed as tutor-provided input rather than programme-originated language.

Source: Preliminary observation notes and tutor-reported anecdotes. Exact wording and interactional context require verification against the original records.

The tutor reported that learners applied the simple present tense in sentence-building activities, including MA's reportedly spontaneous utterance, "I love cake." The expression "ouchie" was reused in playful or painful situations and attracted questions from two mothers, although its frequency and independent use remain unclear. Similarly, "easy peasy lemon squeezy" spread among learners after one participant introduced it during a sentence-making activity, but understanding beyond imitation was not confirmed. The expression "pretty lit," introduced and explained during the second meeting, was reportedly reused in later sessions. However, these accounts do not establish long-term retention or independent pragmatic competence, and the reported utterances have not been verified against transcripts.

4.1.3 Differences in Reported Language Use Among Participants

The tutor reported that KA, ME, and CH reused informal expressions more frequently and produced longer sentences with connectors such as "because" and "although" than MA and AL. MA's simple-present-tense use was considered satisfactory despite less frequent informal-expression use, while AL participated in sentence construction, although fewer examples were available for detailed comparison. These observations indicate differences in language use within the group but do not establish age as the cause. Other factors, including prior English exposure, familiarity with expressions, confidence, and peer interaction, may have contributed; however, the available records cannot determine their respective influence (Sandelowski, 2000).

DISCUSSION

The tutor reported differences in the participants' use of grammatical structures and informal expressions during the home-based English tutoring sessions. KA, ME, and CH were described as reusing expressions more frequently and producing longer sentences with connectors such as "because" and "although" than MA and AL. Although MA's use of the simple present

tense was considered satisfactory, the available observations provided fewer specific examples of AL's grammatical production. These differences indicate variation in the learners' reported language use; however, they should not be interpreted as evidence of an age-related developmental pattern because the study involved only five participants and did not systematically measure language proficiency. Previous English exposure, familiarity with particular expressions, confidence, and opportunities for peer interaction may also have influenced the observed patterns. Consistent with Sandelowski's (2000) approach to qualitative description, these findings are best presented as accounts of language use within a specific learning context rather than as causal explanations.

The reported use of expressions such as "ouchie," "easy peasy lemon squeezy," and "pretty lit" illustrates how selected language from *Peppa Pig* became part of subsequent tutoring activities. The tutor described learners using "ouchie" in situations involving minor pain or playful reactions, while "easy peasy lemon squeezy" was reportedly repeated by other participants after one learner introduced it during a sentence-building activity. Similarly, "pretty lit" was revisited after the tutor explained its meaning. These examples suggest that animated media can provide linguistic material for guided practice and interaction. Montero Perez (2022) explains that audiovisual input combines spoken language, visual information, and on-screen text, offering multiple sources of information for second- or foreign-language learners. Nevertheless, the reported repetition of expressions does not necessarily demonstrate complete understanding, appropriate pragmatic use, or long-term retention.

The role of subtitles and repeated exposure is also relevant to interpreting these observations. Muñoz et al. (2023) examined audiovisual input for second-language vocabulary and grammatical constructions, highlighting the relevance of exposure frequency, captioning conditions, and learners' proficiency. More recently, Kurokawa et al. (2025), in a meta-analysis of 49 studies, found an overall positive effect of captioned viewing on incidental second-language vocabulary acquisition, although the effects varied across learner and study characteristics. These findings support the pedagogical relevance of captioned videos but do not establish that *Peppa Pig* independently produced the language use reported in the present study. The participants also received tutor explanations, sentence-building prompts, and opportunities to interact with peers. Accordingly, their reported use of target expressions should be understood in relation to the combined learning environment rather than attributed solely to audiovisual exposure.

The observations also highlight the importance of distinguishing grammatical production from informal language use. The simple-present-tense activity focused on sentence construction, with MA's reported utterance, "I love cake," serving as an example. Informal expressions, by contrast, require attention to meaning, register, and communicative context. For example, learners may repeat "easy peasy lemon squeezy" because it is memorable or amusing without fully understanding when it is appropriate, while the interpretation of "pretty lit" depends on its informal usage and context. Research on audiovisual language learning likewise indicates that learning outcomes may differ according to the linguistic feature being examined and the characteristics of the learners (Muñoz et al., 2023; Montero Perez, 2022). In teaching practice, animated videos can therefore be followed by guided discussion, sentence construction, and contextual examples that help learners consider not only how expressions are formed but also what they mean and when they may be used.

Several limitations should be considered when interpreting the findings. The study involved five female learners in one home-based tutoring setting, and the available evidence primarily consisted of the tutor's observations and retrospective accounts. The exact wording and context of the reported utterances have not been fully verified against session transcripts; therefore, the examples should not be treated as confirmed verbatim records. Furthermore, the absence of pre-tests, post-tests, delayed assessments, and a comparison group means that the study cannot establish measured improvement, long-term retention, or the independent effectiveness of the programme.

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Future studies could use session recordings, verbatim transcripts, and systematic documentation to distinguish spontaneous production from tutor-prompted responses and peer repetition. Such evidence would provide a stronger basis for describing how young learners encounter, interpret, and reuse language from animated audiovisual materials.

5. CONCLUSION

This study identified selected linguistic features in *Peppa Pig* episodes and explored how five young learners responded to and reused them during English tutoring sessions. The findings showed that learners encountered simple-present-tense structures and informal expressions, including "ouchie," "easy peasy lemon squeezy," and "pretty lit," through audiovisual materials, tutor explanations, and interactive practice. Although some expressions were reused in subsequent activities, learners' responses varied, indicating that language use involved both exposure and social interaction.

Overall, *Peppa Pig* provided a resource for contextualised English practice and language socialisation in the tutoring setting. However, the exploratory findings do not establish that watching the programme alone caused changes in language use or led to long-term retention. Further research involving more participants, systematic recordings, and detailed interactional transcripts is needed to better understand how children interpret and use language encountered through animated programmes.

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