Understanding Generation Alpha's Unique Terminologies

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ABSTRACT

This study explored to understand the new terminologies used by primary pupils from the City of San Fernando, La union to examine Generation Alphas language in the local setting and provide insights on their new terminologies and its effects. Specifically, the research sought the specific terms and phrases they use and on how they use these terminologies. Including the factors influencing the pupils to learn the new terminologies and its potential challenges and opportunities associated with the emergence of Generation Alpha terminologies into the teaching-learning process. Findings revealed that the specific terms and phrases such as sike/psyche, sigma/sigma boy, toilet/skibidi toilet, nigga, bro, and slay, are being used by the Generation Alpha pupils and are using it in their social interactions, leisure, humors, connection, and in their expression. Furthermore, the research reveals that the factors influencing the pupils to learn these new terminologies are digital immersion and social imitation. While its potential challenges and opportunities associated with the emergence of Generation Alpha terminologies into the teaching-learning process are impact in communication, academic interference, classroom disruption, acceptance and understanding, and trend awareness and engagement opportunities.

Keywords: communication, generation alpha, language, new terminologies, early childhood education

INTRODUCTION

Situational Analysis

In communication, language plays a crucial part and is one of the most important instruments in socializing with others. Language, according to philosophers, is a system of signs believed to encompass every facet of our existence (Oviogun & Veerdee, 2020). It is a vital aspect of human existence and an indispensable tool as it serves a myriad of purposes. It is also dynamic as it evolves and undergoes changes through time. One of the few reasons why language changes is social factors. According to Dreisbach and Demeterio (2021), a constant and consistent contact with speakers of different languages results in the transfer of languages. It may also be due to a change in societal values, beliefs, and attitudes or factors such as class, gender, age, or generations. Particularly, this dynamism can be seen with generations as they have been exposed to different environments and experiences (Primecandidate, 2024) and as language varies depending on their context. Born at different periods, it is expected that there are distinctions among these generations.

Generations are generally conceptualized as groupings of birth-year cohorts that have been influenced by a common set of significant events and who possess common characteristics (Costanza et al., 2023). Some of these generations include Generation X, Millenial or Generation Y, Generation Z or iGen (McKercher, 2023; McCrindle, 2021), and the current generation, referred to as the first true generation of the twenty-first century, the Generation Alpha (Jha, 2020).

Generation X is the generation who grew up during the rise of personal computers and video games and were often called the "baby bust" generation as they lived at a time where fertility rates have declined (McKenna, 2024). This generation were born between the years of 1965 and 1980 and were raised during the time of immense globalization, using technology as a means of increasing efficiency in doing their tasks. While

Generation Y or popularly known as the Millennials were the first generation who was able to use smartphones and the internet. Resulting in dependency on technology, making them rely on it for every aspect of their lives (Slepian et al., 2023).

On the other hand, As cited by Jha (2021), Generation Z, or Gen Z, is the demographic cohort succeeding the Millennials. According to Chillakuri (2020), Gen Z is the cohort group born after 1995. They are also known as iGen, which is a shortened description for internet generation (Thaeler, 2021), as they grew up in a world dominated by social media and smartphones and experienced the rise of online platforms. They have been technology savvy right from their childhood days (Jha, 2021). As such, according to Jayatissa (2023, p. 182), Gen Z is also named as digital natives, Facebook generation, or online generation as they have grown as a group of "always-on" internet connection in an era of technology. They are known for their diversity, creativity, and social consciousness, and are characterized by having a short attention span, for their preference for visual content and their mobile-first mentality (Zahan, 2023). They are the generation that could be considered as the bridge between the rise of technology and the start of the digital age. They are generations who have lived to see how society and technology advanced through time. However, the new generation is a new case to be looked upon.

Generation Alphas are regarded as the pioneers of the digital age and mark its arrival (Lad, 2024). Named after a Greek alphabet, it was a fitting name denoting the start of a new era (McCrindle and Fell, 2020). As cited by Hofrova et al. (2024) in her study entitled "A systematic literature review of education for Generation Alpha," the term "Generation alpha" or "Alpha Generation" was credited to Mark McCrindle who coined and used this term to describe the new generation that follows after Gen Z. Gen Alpha, the newest generation and the currently youngest generation (Kowalczyk-Kroenke, 2024, p. 30), refers to people born between 2010 and 2025 (Eldridge, 2024). According to McCrindle and Fell (2020), they are often the younger siblings of Gen Z and the children of the Millennials. Gen Alpha is still a new topic of society as they are still emerging and starting to dominate their own years. Worldwide, over 2.59 million Gen Alphas are born each week, and their global population is estimated to be 2 billion as of 2024 (Kumar, 2024), with India, China, and Nigeria as the top 3 countries for Gen Alpha births (Howarth, 2024). In Malaysia, out of their 32.7 million population, 7.6 million are primarily members of Gen Alpha (Disted College Penang, 2024), and in the United States, As cited by Kumar (2024) from Statista, Gen Alpha's population is more than those belonging to the silent generation and the greatest generation, with over 38.55 million individuals, totaling for up to thirteen percent (13%) of the United States' population. This shows that although they are a new generation, their numbers are formidable, and it only goes to show that they are an interesting topic to be learned of.

Brought by unfamiliarity, researchers have started to take interest in the pioneers of the digital age. In India, a study was conducted by Jha (2020) with the aim of contextualizing Gen Alpha within the world of the twenty-first century. This study found that as the new generation is driven socially, they share their lives and thoughts publicly. It also asserts that they would grow up with the need for achievement, autonomy, recognition, narcissism, ambiguity, and among others. However, with proper parenting and guidance, they could learn the essence of being human, managing emotions, forming stable relationships, and a healthy assimilation with technology in their daily lives. Suggesting that guidance from people that surrounds the child is of importance.

Yurtseven (2020), a faculty member from Bahcesehir University of Istanbul also listed the basic traits of Gen Alpha in her book. She portrayed them as extroverted and fussy learners who also use logical reasoning and deductive thinking in their learning process. Suggesting that they are good at making inferences and goes beyond the information they are given. Yurtseven (2020) also asserts that this generation are strategic thinkers who utilize their metacognition. In addition to that, they demonstrate originality by their creative capacity and are tech savvy as they grew up with technology. This only shows that Gen Alpha has unique qualities that set them apart from earlier generations.

Since they are the first generation to grow up surrounded by digital technology and be born entirely within the twenty-first century (Howarth, 2024), Gen Alpha is said to be built differently than other generations (Hofrova et al., 2024). It was since technology has shaped their childhood. As it was said by Yurtseven (2020), this generation is found in front of screens at a very young age, which is a far cry to the other generations.

One recent factor that contributed to these tech-advanced children is the COVID-19 pandemic (McCrindle, 2021). The COVID-19 pandemic has transformed and directly affected society during the time of the Gen Z, through a sharp shift from face-to-face interactions into online communications. Developing resilience, within a few years and various lockdowns, Gen Z have learned how to adapt and stay connected using online platforms.

During the COVID-19 pandemic, technology and the importance of the internet was highlighted and proved to be useful in times of isolation. Though separated by distance and circumstances, it kept the world connected. As a result, people have become more dependent on technology. Many people have used it to entertain themselves through spending their time streaming on popular social media platforms or as a way to interact with others using video conferences or video chat apps. Shopping has also changed as it no longer needs physical appearances, but people could order within their fingertips, and this goes the same with food as people could now order and it will be delivered at their doorsteps.

Along with these, to minimize the spread of COVID-19, some nations have implemented countrywide or extensive school closures (Viner et al., 2020). As a result, education during the COVID-19 pandemic was also facilitated using technology. From face-to-face classes, it was limited to video conferences and online modalities. In this way, students could safely interact and continue their education by means of online courses (Li et al., 2023). Because of the COVID-19 pandemic it is a certain fact that technological devices would be used by the Gen Alpha to continue their education within the comfort of their homes. As a consequence, this resulted in them becoming more adept and allowed them to be exposed to technology and the internet in greater amounts. Technically, the COVID-19 pandemic hastened Gen Alpha's use of smart devices (Drugas, 2022), making them more attached with technology.

As cited by Ziatdinov and Cilliers (2021), this generation was even labeled as the wired generation as a result because of their clear connection to technology and because all aspects of their life is now being dominated by technology. According to McCrindle and Fell (2020), compared to any generation, they have the most access to technology, information, and external influences. For this generation, the everyday role of digital devices is not perceived as a "tool" or "instrument" to augment life, but as a normative and necessary means to interact with the world (Hofrova et al., 2024, p. 2). As such, with this amount of exposure, it would not be surprising to learn that it would affect them in any way possible.

For instance, as influenced by their digital upbringing and exposure to social media, the Gen Alpha has developed their unique slang vocabulary and terminologies (Howarth, 2024). Bellamy (2024) listed some of the commonly used words by the Gen Alpha children. Starting with "ate" which opts to describe something exceptionally good. Second is "rizz," which describes a person that has strong presence and charisma. They also use new terminologies like "delulu" which is short for delusional and "skibidi" which is used as a filler word. While "sigma" refers to something or someone that is cool and popular, "drip" which refers to someone stylish, and "bussin" which describes a food that tastes very good or delicious. There's also "cap" which refers to an act of lying or "sus" which refers to a situation that is suspicious. It also includes terminologies like "bet", "shook", "fire", "flex", "lit", "yeet", and "gyat," which are also one of the most popular terminologies they have created.

Though like Gen Z's neologism, there are several factors that influence the development of these terminologies. First, as they live in a world where technology is prevalent and widely used, they are influenced by text, social media, online gaming and various trends and their early and extensive exposure from the internet (Reschke, 2024). Second, it was to foster camaraderie and collective identity among peers as it indicates shared history, values, and level of expertise, as well as to express familiarity and togetherness (Puspita & Ardianto, 2024). Third, to create distinction that could differentiate them from older generations. By using their own unique language, they can establish and strengthen their social identity in society (Alawiyah et al., 2021). Lastly, to incorporate humor and irony. However, according to Ji (2024), their humor is so complex that no one would really know if it were a joke or not. These factors only prove that Gen Alpha's new terminology has its own unique characteristics that could be used to differentiate them from the other generations.

Among the generation alphas, these terminologies are commonly used by children who are greatly exposed to technology as these words could only spread because of technology (Villar, 2024). They could learn it from digital platforms through the passing trends, memes, and influencers from different social medias. As it was said

by Ziatdinov and Cilliers (2021), technology is heavily infused in the culture and environment of Gen Alpha. As such, Gen Alphas who use their digital devices constantly will most likely adapt these new terminologies. However, in some countries like the Philippines, being a multilingual country could also manifest these results. Being exposed in a country with rich history and culture and high linguistic diversity, they would also be able to learn these terminologies. By interacting with people with varying backgrounds and different languages, the Filipinos have learned to adapt. In fact, this exposure resulted in a higher-level understanding of the English language. Students became more familiar with the language and are comfortable enough to be able to use it with proficiency and fluency.

Being intertwined with technology most of their lives, Gen Alphas are set for a future that is never seen before. As such, understanding the language of children is crucial in effective teaching and learning. According to Lacson (2024), the language of Gen Alpha would serve as a reflection of their experiences and worldview. By grasping the nuances of their vocabulary, adults can gain insights into their values, preferences, and challenges. Understanding their everyday language can inform and help in tailoring instruction that would meet their needs (Ford, 2020). The teacher would be able to create more engaging and relevant content that could cater to their interests and preferences. Being aware of their unique terminology and communication styles, educators can avoid misunderstandings and avoid miscommunications, enhancing their learning experiences.

In the context of Early Childhood Education, understanding these terminologies are essential. The language is a significant tool used by learners in all facets of their day-to-day lives as it plays an integral role in comprehension and in construction of new knowledge, acting as a tool for learning and an effective agent to enhance understanding (Singh, 2021). It is the primary instrument of thought, the basis of all communication, and the foundation of all human relationships. As such, it is important that the Department of Education realizes that learning about the emerging trend in the pupils' languages is a significant factor in tailoring a curriculum. As the study of Ong (2025) highlighted, examining the social presence in structuring the curriculum is not an obligation but a responsibility to create a more flexible education and learning environment. This is also a great opportunity to create innovative instructional materials or methodologies in early childhood settings (Flores et al., 2025).

As such, this study is relevant to the DepEd Order No. 31, s. 2013 or the Clarifications on the Policy Guidelines on the Implementation of the Language Learning Areas and Their Time Allotment in Grades 1 and 2 of the K to 12 Basic Education Program. By exploring and analyzing these new terminologies, it directly contributes to the implementation of the mentioned department order. These new vocabularies and their terminologies could help in informing curriculum development and help in crafting a more relevant, effective, and future-oriented curriculum. Consequently, it would help the educators in understanding their students better and be able to foster effective communication within the classroom, leading to a better teaching-learning process. Through understanding the language patterns can help educators create effective lessons, strategies, teaching methods, and in crafting appropriate materials. Furthermore, understanding these new vocabularies could help in preparing the students for the future by tailoring programs that would meet their needs and to properly equip them with the abilities to thrive and succeed later.

The study could also be connected to the MATATAG Curriculum through the DepEd Order No. 014, s. 2023. This order focuses on the National Learning Recovery Program (NLRP) and the National Learning Camp (NLC). These initiatives aim to address learning gaps and assist K to 12 learners in attaining learning standards.

Although many studies have examined Gen Alphas, few have focused on their language use and its effects, especially with their new terminologies. Furthermore, no research examining Gen Alpha and their new terminologies in the local setting was found in La Union, specifically, in San Fernando City. This study addresses this gap by exploring these specific terms and phrases used by the primary pupils of Vineyard Christian Academy from the City of San Fernando, La Union. This study will provide insights on the characteristics of the new generation's language by identifying the specific terms and phrases used by the Gen Alpha, how they are able to use it, its factors, and the potential challenges and opportunities in the teaching-learning process brought by its emergence. The study will contribute on shaping the landscape of teaching and learning processes, and help in improving teacher, parent, and student communications. Furthermore, the study could help in improving the curriculum to better address the evolving needs of students and at the same time equipping educators with the

knowledge and skills to effectively teach and communicate with students.

Framework of the Study

The effects of language within interactions are crucial in understanding how children socialize. As such, this study aims to explore and understand the new terminologies of the Gen Alpha by anchoring the study to the following theories: the Social Interactionist Theory of Jerome Bruner, Sociocultural Theory of Lev Vygotsky, and the Generational Theory by Karl Mannheim.

The Social Interactionist Theory is a theory made by an influential psychologist, Jerome Seymour Bruner, as influenced by the work of Lev Vygotsky (Libretexts, 2022). This theory emphasizes the role of social interaction in language development and believes that children construct their own knowledge through active experiences (McLeod, 2024). The theory also looks upon how people interact in social settings and asserts that people behave in a certain way around people (Dovetail, 2024).

Social Interactionist Theory will help the researchers in understanding that these new terms are not just arbitrary inventions but carry meaning within Gen Alpha's social context. To understand their terminology, we need to consider their social interactions and cultural influences that helped in shaping its development and to look upon how they interact within their social setting.

Sociocultural Theory is a theory developed primarily by Lev Vygotsky, a Russian psychologist. The theory emphasizes the role of social interaction and cultural influences and on how it helps in shaping the cognitive abilities of a person. This approach seeks to understand how these societal factors influence how people learn, develop, and grow (MSEd, 2024). Vygotsky's theory is relevant to the study as it emphasizes the importance of social interaction in learning. With this theory, the researchers could understand how socialization and interaction with others affect the formation of these new terminologies that were learned by the pupils as well as how these terminologies could be understood to understand how Gen Alphas socialize with others.

The Generation Theory was theorized by Karl Mannheim in 1952, by investigating the development of generational values, specifying that a 'generation' is not simply a cohort clustered by a bounded year of birth but are individuals who have all experienced a historical event that is associated with significant social and/or cultural transformation. This theory will help the researchers in understanding the broader context of generational differences and can help explain the unique communication styles of Gen Alpha. Allowing the researchers to interpret how they use their language to express their emotions and social needs.

To provide valuable insights into the evolving language of this generation, the study will commence through interviewing the selected participants to gather data about Gen Alpha. Transcription of answers from the interview will follow through after data gathering, and the data was analyzed using content analysis. The researchers will then proceed with the interpretation of the results of the data gathered and provide a deeper understanding of the new vocabulary of Gen Alpha.

METHODOLOGY

Research Design

The researchers utilized a mixed method case study as a research design which focused on understanding Gen Alpha's unique terminologies. According to Hayden (2022), a case study is a methodological research approach used to generate an in-depth understanding and research that requires in-depth investigation conducted into an individual, group, or event to gain an understanding of real-life phenomenon. It may involve multiple sources of data, such as interviews, observations, audio recordings, or documentations. Using a quantitative method, the researchers would be able to illustrate the prevalence of these new terminologies among the Gen Alpha. With the help of qualitative methods, these quantitative data gathered would be contextualized by answering a series of questions through an interview. By utilizing a combination of qualitative and quantitative research methods in a single research study, the research would understand the phenomenon in a clearer view and answer the research questions of the study which aims to explore and understand the new terminologies used by the Gen

Alphas from primary school pupils of Vineyard Christian Academy at the City of San Fernando, La Union.

Sources of Data

We gathered data from the primary pupils of Vineyard Christian Academy at the City of San Fernando, La Union. By gathering data, we used inclusion and exclusion criteria to identify the participants for the study. The researchers observed the primary pupils and use the following inclusion criteria: (1) The pupil must be an enrolled student at Vineyard Christian Academy; and (2) The pupil must be 8 years old and below. Also, the exclusion criteria: (1) The pupil is not an enrolled student at Vineyard Christian Academy; and (2) The pupil is not 8 years old and below.

In using the following criteria, the researchers identified the participants for the interview: (1) The parent and teacher must have a pupil or child enrolled at Vineyard Christian Academy; and (2) The parent and teacher must have a pupil or child identified as participant of the study. In short, the participants identified with the criteria of being the parent or teacher or the chosen Generation Alpha children for the research study.

After the researcher's observations and evaluation on the qualification of the participants using the set criteria, eight participants were selected which includes three parents and five teachers.

Instrumentation and Data Collection

The researchers conducted observations and interviews as a method for gathering data. Observation is a method in which researchers observed and systematically recorded behaviors, events, or phenomena without directly manipulating them. It provides a rich and detailed information about the behavior, attitudes, perceptions, and experiences of individuals or groups. Using the naturalistic method of observation, the researchers observed the participating students during their vacant times in their schedules to not interrupt their classes. Naturalistic observation is a method of observing in their natural environment without interfering with the subject. The researchers also used an observation checklist to record the observations. The data-gathering phase was done within a total of 1 month. Schedules were coordinated and observations and interview was done at the most convenient time of the participants, with each session lasting for an hour. The interview concluded after sufficient data was obtained.

The interview guide was validated by one chairperson, one principal, a student-teacher adviser, a professor from the BEEd/BECEd faculty, and one Kindergarten teacher with more than 10 years of teaching experience. The validators suggested changes on the questions as some are leading and is close ended. Overall, the interview guide is good with minimal revisions suggested by the validators. The reliability was conducted at Laboratory Elementary School and results suggested that the questions are sufficient to obtain the needed data for the study.

Schedules for the interview was conducted depending on the availability of the participants' parents and teachers' schedule. All answers of the participants were written and used devices such as audio recording to ensure its reliability. In the conduct of the interview, the researchers asked questions through a semi-structured interview. By utilizing a semi-structured interview, the researchers had the flexibility in probing for answers, allowing for more natural and rich data. In doing so, first, the researchers asked the participants about their demographic information such as their age, residence, and the name of the participating pupil under their care. Second, the researchers asked the participants about the specific terms and phrases that the primary pupil used and on how they use it. Third, the researchers asked about the possible factors that influence the primary pupils in learning these terminologies. Lastly, the researchers asked about the potential challenges and opportunities that are associated with the emergence of these Gen Alpha terminologies into the teaching and learning process.

After the interview, a simple token of appreciation was given to the participants as a form of showing gratitude to their contribution in this study

Data Analysis

Data was analyzed using Content analysis. According to Luo (2023), Content analysis is a research tool used to

determine the presence of certain words, themes, or concepts within some given qualitative data. Using content analysis, we have analyzed the presence, meanings, and relationships of certain words, themes, or concepts and quantified it using frequency.

First, the researchers created a coding scheme and categorized the data gathered. Later, the data was analyzed and further broken down into manageable codes. After coding, quantitative analysis was used to calculate the frequency and using qualitative analysis the researchers identified the common themes and arguments among the answers of the participants. Lastly, it was interpreted, and the researchers was able to draw conclusions.

Ethical Consideration

In gathering the information needed for the study, first, a letter authorizing the participants to participate in this study was provided and presented prior to data gathering. Before proceeding with the interview, researchers obtained the informed consent from the selected participants. Specifically, a consent form signed by the guardian or parents was obtained from the selected primary pupils.

The participants received a detailed key information about the purpose of the study, how the information will be used, potential risks and benefits, and the right to withdraw at any time. The researchers ensured that all the information was kept confidentially for the intended purpose and only for the benefits of the research study.

During the interview, the researchers prioritized respect and maintaining the privacy of the participants throughout the research process. The researchers ensured that all the collected data was properly analyzed, and reported accurately, honestly, and without any biases while also adhering to the school policies and guidelines.

After the interview, the researchers took steps to safeguard the collected data from unauthorized access or disclosure, reflect on the ethical implications of sharing research findings to ensure they are presented in a manner that protects participant privacy and prevents misinterpretation, and provided participants with the opportunity to discuss their experiences and express any concerns they may have.

RESULTS AND DISCUSSION

This chapter presents the discussions and results of the study based on the analysis of the data gathered. The purpose of this study was to explore and understand the new terminologies used by primary pupils from Vineyard Christian Academy.

Specific Terms and Phrases Used by Generation Alpha Children

The new terms and phrases, often born from viral trends, memes, and online communities, have infiltrated the everyday language of children, creating their own linguistical identity. The researchers found out that the specific terms and phrases used by Gen Alpha pupils from Vineyard Christian Academy includes: *(1) "sike/psyche", (2) "sigma/sigma boy", (3) "toilet/skibidi toilet", (4) "nigga", (5) "bro", and (6) "slay."*

One of the words they used is *"sike/psyche",* which is a slang term that means "just kidding" or "I take it back." It's often used to retract a statement or to indicate that something was said in jest (Manaher, 2023). It is a term that evokes playfulness and is frequently used in online conversations and social media. However, the children used it as a name of their group, disregarding its meaning and context and making it their identity. There is also the word "sigma" which is a term originally referring to the 18th letter of the Greek alphabet, and a mathematical symbol of summation. However, now it refers to a person who acts independently and does not need many friends. A sigma is typically self-sufficient and prefers solo time (Nesvig, 2024), a person who embodies the word "cool".

Another popular terminology among the Gen Alphas is *"skibidi toilet"* which is a gibberish word spread by Skibidi Toilet, a popular YouTube show featuring human-headed toilets battling camera-headed humans, which is a nonsensical meme online. These words have different meanings, but they are using it as an expression. The same with the terminologies like *"nigga",* which is an offensive term, especially to people with dark skin colors,

and one that is meant for name calling. Despite its unsavory meaning, children use it as just a simple word of expression meant evoke playfulness in their interactions. While **"bro"** and **"slay"** is commonly used to refer to their peers or to what they did. From what the researchers observed, they use the word **"bro"** for calling out to a friend and to get their attention. They use it as a substitute for friends and for calling using names. It was also observed that children belonging to the same group use the same set of word. Lastly, **"slay"** which refers to killing, is now used to refer to something that is impressive or excellent for the children. These terminologies illustrate how language is dynamic and how it changes over time. It is evident with how the word's meaning has changed and how it is used by the new generation. Simultaneously, these linguistic innovations offer a window into the ever-changing nature of our world.

Most of the participants mentioned instances where the child says something that is unfamiliar to them. Participant 1 narrated that her child has a group where they call themselves **"psych/sike,"** which she recognizes as something that she does not know. As the participant narrated, they are aware that there are words and phrases that the current generation uses that they don't understand, and this consequently emphasizes the gap between generations, an apparent example of how older individuals are left behind with the trends of the current generation. This is supported by a study conducted by Alshahrani (2023), which mentioned how older adults tend to use more direct language and prefer clearer communication. As such, the language of Gen alpha that is vague and has no clear and apparent usage is impeding them from staying relevant.

"Sometimes I don't really understand what he says, but what I know is that he gets it from the games." and *"Sometimes, the terminologies he uses are also from Youtube."*

Participants 2 and 3 acknowledge that digital sources have influenced their child and that it is affecting how they acquire languages. This indicates that the applications the children use serve not just an entertainment to them but also a source of information and an avenue for language acquisition. Technology led linguistic innovations are now common as digital technologies can revolutionize language development, especially among young people (NS, 2024). Participant also 5 shares their experience with these words and said,

"Yeah, I also ask them, 'Do you even know what these words mean?' Especially when they say things like 'Toilet.' 'Why are you speaking like that here?', 'Is that even related to our topic?' because sometimes, even in our lessons, they randomly insert these words, and they even use those terms to refer to some of their classmates."

The participants emphasized the issue of these new words being used in a formal setting like classroom, such as causing disruptions during lessons. This highlights the importance of responsible communication and forming a distinction between online from offline languages. Based on the participant's experience the children also show the lack of context awareness by using these new terminologies in inappropriate situations. This indicates that children use these terms without understanding their meaning and with consideration of appropriateness about context. This only strengthens the idea of mimicry, or how they repeat things from what they hear or watch. For instance, both Participant 2 and 3 mentioned how these words came from games and YouTube. It's the same as echoing what they hear, mimicking, and repeating. Making meaning and context insignificant with their words. With how they use words, it highlights an issue with the lack of comprehension and critical thinking among the children and at the same time stresses the need for guidance in children's digital content consumption. This shows that they are actively consuming information and are reflecting on what they see on social media. According to Lev Vygotsky in his Sociocultural theory, learning is a social process. It emphasizes that a child's cognitive development and learning ability can be guided and mediated by their social interactions (Lopez et al., 2024). They can learn these words from various digital platforms, gaming apps, friends, and interactions but it can also be mediated by another. Using Lev Vygotsky's scaffolding, the parents and teachers can help in fostering comprehension and critical thinking with the vast amount of information online that is encountered by the children. Without proper guidance from an adult, they may continue to accept, and even use, these words they get without understanding their implications. It is only important to ensure that the content they are consuming is right and on how they use the information they get is correct.

Usage of Specific Terms and Phrases by the Generation Alpha

The researchers found out that these specific terms and phrases such as "sike/psyche", "sigma/sigma boy", "toilet/skibidi toilet", "nigga", "bro", and "slay," are being used by the Gen Alpha children from Vineyard Christian Academy in their *(1) social interactions, (2) leisure, and (3) humors, (4) for connection, and (5) expression.*

Social Interactions

This refers to a process that involves people influencing each other and commonly refers to physical encounters with people. Social interaction is an important aspect in society, socializations, and in exchange of information. In today's generation, it is one of the contributing factors to the spread of these new terminologies. Through the interview, the researchers learned that these terminologies are being used by the children in their social interactions. Participant 1 shared that they would use these terms whenever the children would bond, eat together, or play tag. This indicates that they use this when they interact with people, especially with children their age. This aligns with what Participants 3 and 5 said.

"When they play with his siblings," and *"When they play, they speak like that."*

Participant 4 also said that they also use these words when having conversation with their friends. Participant 7 also noticed that they use these when they are among each other. She believes that this is because they are the only ones who understand each other. So, often, that is the exchange of words in their conversation. The participant added that maybe they are very comfortable with each other because they understand those words. Having their own unique set of words helps the children to commune effectively with others of the same age and to connect better because they understood each other. This also signify that these words are helpful for them in creating a sense of belongingness and in forming a group they identify with. As cited from Ennin and Manariyo's (2023) research study, without a common language, verbal communication is nearly impossible, which means individuals cannot mingle with each other and cannot share their views. Thus, these new terminologies in their language serves an important symbol in their inter-group dynamics. Moreover, a bit different from how it was described by other participants, Participant 6 says they use these words to pertain to their classmates. It is also the same with Participant 8 who shared about how her pupils reacted during a recitation.

"I heard them say, like, 'slay' when they had a recitation. They told their classmate that they "slay" when they answered the question correctly, like that."

These instances show how these words to them is a form of expression that deviates from its original meaning. Not only that it perfectly captures the dynamic nature of language, but also how this shift in meaning of words contribute to the language that is unique to their generation. A study by Badmus-Lawal and Olofinsao (2021), says that the dynamism of language reproduces semantic change, such that meanings can be equally or differently interpreted because words mean different things to different people.

Leisure

This refers to the time that the children are free and can relax and enjoy what they consider fun. At times, these words manifest during their vacant times like when they are with their friends, during their conversations, and of course, when they are playing. Participant 3 said that his child mostly uses terms or phrases when he plays with gadgets. As Participant 5 also mentioned

"When they play, they speak like that...and it seems like they just hear it from game applications or characters."

Their answers illustrate how gaming communities influence children's language. A Participant 2 briefly mentioned before, her child gets it from games, specifically, Roblox. Roblox is a virtual world that allows the players to create, share experiences with friends, and be anything within one's imagination. With gaming applications like these, Gen Alpha is not just playing games anymore. They are creating their own experiences and are participating in online communities. The terms they are using when they play are ingrained in their

system, making it integrated into their everyday language. The study titled Online Gaming: Exploratory of the Communication Process and Current Scenario of Virtual Community Developments supports this notion. It stated that the element of interaction within the online gaming community were more than just being "limited" to the virtual world. Instead, the form of interactions within these virtual online gaming communities had rather shifted into interpersonal processes (Zakaria et al., 2022).

Humor

This refers to a person's ability to think of amusing things, deliver witty jokes, and to express fun creatively. In some cases, these terminologies could also be used for humor as Gen Alphas often use these terminologies for playful teasing. As an example, Participant 2 shared,

"The psyche is when, for example, I will trick him. I will touch him (and say)'psyche.' He does that."

Gen alphas can also use these terminologies to deliver witty remarks and to bond with their peers. It's a way for them to express themselves creatively and navigate social interactions and in building relationships.

Connection

This refers to a relationship which is commonly built socially. It may also refer to one's feeling of belongingness or closeness to people. Using these terminologies, which is a trend in the current generation, the pupils can connect with others. By having an in-group language, they can understand each other much better, allowing them to connect with their peers. Participant 1 said, when her child is with his friends and playing at school, she hears them say the words. This aligns with participants 2 and 3's answers which mentioned that they have their own language that they use when they are with their cousins or when they play outdoor games. Participant 4 also stated that they sometimes use it as a joke to their classmates. The consistency of report on the terminologies' use during play and in social interactions highlights the prevalence of Gen Alphas' new terminologies. Especially, within peer-group language. This highlights how these terminologies being used by children allow them to relate and understand each other. Just like what Participant 5 shared,

"When one says 'Skibidi, Sigma,' the other just responds with the same thing. 'Skibidi', 'Sigma'." It's like they are just repeating it to each other"

The echoing of these terminologies, even without obvious meaning, act as a form of social connection. It is a way for the young generation to bond and establish a shared experience. This implies that they value social connection and belonging, and to achieve this goal, they use these terminologies even if it appears nonsensical to others.

While for Participant 8, she answered that the children talk about these words when they are asked about what it is. Gen Alphas are aware that their words are difficult to comprehend at times, insinuating that they are also aware of the occurring generational gap especially with older people like their parents and teachers. This indicates that they recognize their language, specifically the terminologies that they use, is different from what we use and that they are willing to explain it when asked. This opens a solution for how older generations could also be helped to connect to the new generation's trends.

Expression

This refers to the way a person communicates their feelings, manifest their thoughts, or show one's emotions. The researchers also looked upon the connection of these terminologies as an emotional cue and as a context for their language's use. As a result, the researchers found that Participant 1, 2, 3, 4, and 5's pupil or child does not particularly use these terminologies when expressing their emotion or what they feel. Participant 2 further said that the child use it when he is around other people but not when he is with his parents. Participant 4 also said that they are not using it to express what they feel, it's like it's just a common word they use during play. Participant 8 also shared that they enjoy it and even laugh when they're singing along to the 'Sigma song.' This clearly illustrated that while these terminologies can convey emotion, it is not always the primary purpose. In

Gen Alpha's case, these words are primarily used for social expression that convey their belongingness, excitement, and amusement. As an example, the word "sigma" expresses approval, which is a social emotion. Thus, these terminologies are not an expression used to reflect deep emotions but simply an expression for social cohesion. Rather than expressing emotion, their language serves as a social function.

Table No. 1 Usage of Specific Terms and Phrases by the Generation Alpha

Terms and Phrases	Usage	Example
Bro	Social interaction	Let go play, bro!
Skibidi toilet/sigma	Leisure	I am a sigma in games
Sike/psyche and nigga	Humor	You want? Sike!
Sigma/sigma boy	Connection	Singing together the signa song
Slay and skibidi toilet	Expression	Your drawing slays!

Gen alpha children are active in creating their linguistic landscapes and they use these terminologies to connect with others and to connect socially. A great example is how they echo their peers' language and connect even without apparent meanings. This is supported by the Social Interactionist theory of Jerome Seymour Bruner, which says that people behave in a certain way around people and children construct their own knowledge through active experiences. It also proves that these new terminologies are not just arbitrary inventions but carry meaning within Gen Alpha's social context.

These terminologies are commonly used by children with their peers, especially with children of their age. With a set of words that they all understand, it allows them to communicate effectively with each other. Badmus-Lawal and Olofinsao (2021) says to meet their ever-changing needs, the current generation also created their own language, making word's meaning different to different people. This highlights Karl Mannheim's Generational Theory, which seeks to understand the differences in generations. As language is passed from generation to generation, there are usually changes in language forms, making the language of other generations different from what Gen alpha has today.

Factors Influencing the Generation Alpha Pupils to Learn New Terminologies

The two factors and theme that mainly influences the Generation alpha pupils from Vineyard Christian academy to learn these new terminologies are *(1) digital immersion* and *(2) social imitation.* Digital immersion revolves around how technology and their use of gadgets has affected their language acquisition. Social mimicry is also a factor that is derived from their social interaction and their active consumption of information from the internet.

Digital immersion

It refers to a merge between the real world and the digital world. This may also refer to people interacting with technology, especially in using and consuming digital contents. Gen Alpha's immersion in online platforms, coupled with the rapid dissemination of information, has created the best area for the creation and spread of these terminologies. The participants shared about the factors that influences their child or pupil, and their answers aligned with each other, highlighting the pervasive effects of online platforms and applications. Participant 1 said,

"I think it comes from the games they play. They really like Roblox and GTA 5, so I believe they learned it from those games. They love playing Roblox and Minecraft as well."

Combined with her child's interaction with children of his age, Participant 2 said that it is computer, computer games, and school. It is also the same with Participant 3 who answered,

"Gadgets, his friends...Applications that they always use that influence them are YouTube and then gaming apps."

The participants consistently mentioned gaming. Online games have become one of the most important ways of leisure and social communication (Wang, 2024). Just by looking upon how they use these terminologies during their leisure time, these gaming communities is not just a gaming community anymore. It also suggests that gaming serve as a primary linguistic influence or a major factor that motivate the language development for young children. While Participant 4 says,

"Number one is using tablets, computers at home, watching videos on YouTube because grade 1 and grade 2 they were like "teacher I searched this on YouTube" just like that. (So), it's from YouTube, social media, TikTok."

Lastly, Participant 6 says that it is what they're watching in the YouTube and online games. These responses further solidified the powerful influence of digital platforms on today's generation especially on their language acquisition. This also means that there is a relationship between entertainment and language learning. By the way the participants emphasized different online platforms, it indicates that Gen Alphas can learn new terminologies through their entertainment experiences. Thus, Gen Alpha's linguistic development is deeply intertwined with their digital consumption. Participant 5 even emphasized its importance, saying that social media plays a big role. Just like how Participant 7 said, the influence of social media is really strong.

In a more generalized perspective, Participant 8 stated that through technology, they've learned new things. Based on the participants' answers, social media is now not just a platform for entertainment. It is a primary driver of today's trends and the new generations linguistic landscape. With technology serving as a source of information, Gen Alphas learning extends beyond the four corners of the traditional classroom. According to (NS, 2024), digital communication is changing the linguistic landscape and creating new avenues for human communication. The digital landscape is a fertile ground for linguistic innovation, and social media platforms are at the forefront of this transformation (Shen, 2024). Once again, as supported by Zakaria et al. (2022), these platforms are not just limited on the internet anymore but extends beyond.

Social Imitation

This refers to copying other people's behavior with the goal of connecting or relating with others to fit in a group. What children see, hear and experience is what they learn. By interacting with people, seeing what they do, hearing what they say, and experiencing what it is all about, is what give way for social mimicry. They learn and adapt to the knowledge they have earned. As for Participant 1 believe that it is when her child is using gadget such as when playing or watching. Participant 3 also believe in the influence of gadgets and explained that it is because we are in the modern age, so gadgets and technology are a big factor. While Participant 2 said,

"It's just when he hears it from others or from the things he is playing with."

It is alike with what Participant 7 who says that when they are with their peers, they usually have conversations and at their house. They are in front of their gadgets so that's what they get when they are on social media, and that they are fast and can pick up words. Participant 8 also added,

"They're imitating or copying the character's actions."

Their responses emphasized how the constant exposure to gadgets and digital contents has become the source of new terminologies. Moreover, *"hearing it from others"* and *"when they are with their peers"* highlights how Gen Alpha picks up new terms not only from digital sources, but also from others, too. Just like what Participant 5 said, their friends also influence them and that they hear it from their classmates as answered by Participant 6.

Gen Alpha's learning and interaction styles have been greatly influenced by the digital age, and two significant elements that are influencing their adoption of new terms are digital engagement and social mimicry. These interconnected factors play an important role on how Gen Alphas language is developing. Digital engagement, due to constant immersion in online communities exposes the young children to an array of ever evolving

terminologies. Simultaneously, social mimicry or the habit to imitate others amplify the spread of these new terminologies, especially among and within the children's social circle. As an example, Participant 4 said,

"They are like 'teacher I searched this on YouTube' just like that."

As cited from the study of Lopez et al. (2024), Skinner's Imitation Theory supports this notion as the theory believes that language develops because of children trying to imitate those around them. Also, the theory of the Social Learning Theory of Albert Bandura (1997), which he stated that individuals learn by observing and imitating others, especially with those they identify with.

Potential Challenges and Opportunities Associated with the Emergence of Generation Alpha Terminologies into the Teaching-Learning Process

As a generation who are referred to as *"digital natives"* their language is deeply connected with the online trends, creating their own language that is different far from previous generations (Jha, 2020). The researchers gathered that the potential challenges are *(1) impact in communication, (2) academic interference,* and *(3) classroom disruptions.* While opportunities are *(1) acceptance and understanding,* and *(2) trend awareness and engagement opportunities.*

Impact in Communication

This refers to the impact of the words and how it influences communication**.** Due to the current generation's ever evolving language, it is important to look upon the gaps in communication. By understanding Gen Alpha's language, we could adapt and be able to foster effective communication. Fortunately, when asked if these terminologies affect communication, majority of the participants disagreed. Participant 3 said that it does not affect communication. This may also stem from the children's willingness to explain what the words meant. Consequently, this bridges the gap in communication. Moreover, with the participants' willingness in asking for clarifications when they encounter these words also demonstrates their willingness to adapt to Gen Alpha's language.

"It is possible to have a communication barrier, especially if they use it mostly with older people,"

Participant 2 said. Generations have their own set of unique linguistic identity. Thus, when they use their own language, it could cause a communication barrier especially with the older generations who are less likely to understand the words and may think it is inappropriate contextually. Just like what happened to Participant 5. Her answer aligns with Participant 7 who also said its negative effect is to create a misunderstanding. As she shared,

"There was one time when they fought because of a concern, they had a fight because they mentioned terminology that has a double meaning, but they didn't mean that negative meaning."

This illustrates the need for clear communication and the importance of clarifying meaning. According to the Sociolinguistic Theory, language varies across different social groups and contexts. Thus, with the two participants' experiences, context is needed to avoid conflict. This implies that these terminologies do not affect or impact communication. However, it also stresses the importance of open communication when dealing with these terminologies. This suggests that fostering a culture of open communication can mitigate the challenges posed by evolving language. It is supported by the Generational Theory of Karl Mannheim (1928) because the lack of understanding of the terminologies at their first encounter of these words is a direct result of generational differences in language. However, this communication gap could be mitigated when the child explains what it means, making open communication an important thing to build upon.

Academic Interference

It is defined as something, a person or an action that delay or obstruct a student and a teacher's teaching and learning process. Participant 3 believes that these terminologies could also affect learning, and to support his

answer, fellow participants shared the negative effects they have observed. Participant 4 said that these terminologies' negative effect is with the children's focus and attention. As Participant 8 explained,

"Since they're too focused on new words, and they'll lose grasp of the academic vocabulary they need to know. Perhaps their concentration will shift solely to following trends."

This also aligns to Participant 5's answer. She said,

"In the classroom, during discussions, when I ask them something, sometimes they just respond with those terms, which are completely off-topic. That's the effect of what they watch—they've adopted these words so much that when they don't know what else to say, they just go, 'Skibidi Sigma Toilet Toilet,' and so on."

The new terms and phrases of Gen Alpha based on the participants' answers could divert the children's concentration and attention. The off-topic responses also illustrate how slang can disrupt classroom discussions, making it difficult on the teacher's part to facilitate focus in classroom. According to Odegard and Solberg (2024), disruptive behaviors negatively influence the quality of teaching. While pupils who regularly display disruptive behavior are at risk of poor academic achievement.

Classroom Disruption

This refers to actions or behaviors that impede the teaching-learning process within the classroom. It is important to manage classroom disruptions as it may affect the lesson's flow and hinder effectiveness of learning. While other participants thinks that these terminologies do not affect teaching, Participant 4 believes that it causes distraction and disturbance in class. The same with Participant 6 who said,

"The class will be disturbed like it will stop and so I am in discussion at the same time my attention in teaching them will disappear also them."

These responses highlight the challenge teachers face inside the classroom. The spontaneity of their use of these terminologies disrupts the flow of teaching, interrupting the teacher's train of thoughts and other pupils' attention in class discussion. It distracts the teacher and ultimately make them lose focus, too. As it was said by Odegard and Solberg (2024), disruptive behavior is the most challenging aspect of teaching, as it does not only affect the teacher but also its pupils.

Acceptance and Understanding

It is defined as acknowledging or recognizing the way things are and grasping the reasons behind it. In this case, it may also refer to accepting these words as something that the teacher could use and a way to build connections. As Participant 4 stated that she does not see anything positive about the terminologies in learning. However, other participants provided a variety of answers. Being more accepted is Participant 3's answer, saying,

"If the teacher already knows the terminologies and applies them in teaching. It is more acceptable and welcoming from the student's point of view."

Participant 7 also believes that they would feel like they belong to the group and would not be left behind. Participant 2 supports this statement by saying that it becomes their modes of communication to understand each other. Participant 3's response suggests that these terminologies, when the teacher could relate, will be able to enhance student learning. Both responses also emphasizes that it fosters belongingness, especially among their peers. While Participant 5 said,

"Maybe one positive aspect is that they are learning new words."

At the same time, she also expressed her worry if the children truly understand the words they are learning. Participant 8 also said that its positive effect is that they can gain additional knowledge. Learning these new terminologies brings positive effects as it also helps in expanding the children's vocabulary. It provides additional knowledge, but it also raises concern about their comprehension when they use these words in

inappropriate situations. This is supported by the Language Acquisition theories' concept of fast mapping, whereas children learn new words quickly after an exposure, but understanding of the word is shallow. This could explain how they are able to use it but does not particularly know what it means. Thus, the inappropriate use of words.

Trend Awareness and Engagement Opportunities

This refers to being aware of what is popular on the internet or social media and using these trends as an opportunity to encourage engagement. The participants talked about the positive effects of these terminologies in teaching. While Participant 5 and 6 do not see any major impacts, Participant 4 said that it makes you updated on trends and aware on what they see on social media. Participant 7 also says that it gives opportunities for accidental teaching. While Participant 8 stated that if these terminologies are used,

"We can capture their attention more effectively (and) they'll be more interested and engaged."

Table No. 2 Potential Challenges and Opportunities of Generation Alpha Terminologies into the Teaching-Learning Process

	Themes
Challenges	Impact in Communication
	Academic Interference
	Classroom Disruption
	Acceptance and Understanding
Opportunities	Trend Awareness and Engagement Opportunities

By being relevant to today's trends, the teachers can use these terminologies in motivating their students to participate in class. The terminologies could also be used as a springboard for unplanned learning. Such as making use of the words to introduce new concepts or to start and explore relevant topics. Lastly, it could also be used as an attention-catching strategy as when familiar language is used in the classroom, teachers can create a more engaging classroom for the learners by catching their attention more effectively.

Understanding Generation Alpha: A Dictionary of the New Generation's World of Words

A dictionary containing the unique words and phrases used by Gen Alpha was designed as an output to help people better understand the language of this generation. It provides a definition and compilation of the variety of terminologies including their internet slangs, trendy words, and their expressions. This dictionary is focused on contextualizing Gen Alpha's new terminologies. The output is included and attached on the appendices.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study explored and understood the new terminologies used by the Generation Alphas from primary school pupils of Vineyard Christian Academy at the City of San Fernando, La Union. This mixed method case study focused on understanding Generation Alpha's unique terminologies. The data was collected through observations and a semi-structured interview with eight participants who are the parents and teachers at the primary school pupils from Vineyard Christian Academy. The data gathered from the interview was transcribed verbatim and analyzed using content analysis.

Findings

Based on the data gathered by the researchers, the following are the findings:

1. Generation Alpha pupils frequently use terms and phrases such as psyche or sike, sigma or sigma boy, toilet or skibidi toilet, nigga, bro, slay.

2. These specific terms and phrases are primarily used in social interaction, leisure, humor, to connect, and as expression.

3. Generation Alpha pupils learn new terminologies through digital immersion and social imitation.

4. The potential challenges and opportunities associated with the emergence of Generation Alpha terminologies in the teaching-learning process include communication gaps, impacts on communication, academic interference, classroom disruption, and the need for acceptance and understanding.

Conclusions

Based on the findings, the following were concluded by the researchers:

1. The emergence of the new terminologies signifies the shift in language influenced by trends and digital media. They frequently use these terms and sometimes even without being fully aware of the terminologies' meanings or its inappropriateness in situations.

2. To the pupils, these words are more than just words anymore as they are able to use it in different situations and is already embedded in their social lives. This is evident with the way they can use these words in their daily interactions and to express themselves.

3. Digital immersion and social imitation highlight the pervasive effects of digital consumption and emphasizes the role of others in language acquisition. Moreover, it can be said that Gen Alpha's language are closely wired with the social media trends and are rapidly evolving along with it. While social imitation suggests that people surrounding the pupil is also a motivator for the language acquisition. This also suggests that there might be a difference in language use depending on the social groups they surround themselves with.

4. The new terminologies used by Gen Alphas can create barriers to effective communication, cause interference and disruptions. However, when these terminologies are understood and properly used, it can be a tool to encourage participation in class and in deepening connection between the teacher and the pupils.

Recommendations

The following recommendations are offered for related research in relation to understanding Generation alpha's Unique terminologies.

1. It is recommended that future researchers should conduct a deeper linguistic analysis focusing on the terms and phrases' origin, how it was formed, and on how its meaning has evolved by gathering the different terminologies that are being used by Generation alpha. This will provide valuable insight into the dynamic nature of language in the cultural and historical context.

2. A comparative analysis of Generation Alpha's language use in varied geographic locations, socioeconomic status, and cultural environments, is recommended for future research to identify the key environmental factors that influence these terminologies' acquisition.

3. Future examinations should explore Generation alpha's code-switching practices, specifically comparing language use at home and in school environment to determine how they adapt their language within distinct social settings.

4. It would be beneficial for future studies to consider researching on how Generation alpha children evaluates and comprehends information they encounter online to understand how they assess the credibility and understanding of the content of online information.

5. Future researchers should explore the development of strategies that will incorporate these new terminologies within the classroom setting by examining the effectiveness of integrating the specific terms and phrases into classroom discussions and teaching materials to bridge the communication between educators and Generation Alpha pupils and foster engagement.

6. It is recommended that future studies should investigate the development of training programs for educators focused on incorporating digital literacy and awareness of Generation Alpha's unique terminologies to address the challenges brought by the evolving language of today's generation.

7. Further research should examine the correlation between the use of these terminologies and pupil's literacy skills, including reading, writing, and comprehension.

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