

Identifying English Language Learning Strategies among Generation Alpha Students

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Abstract

This study aims to identify the English learning strategies used by Generation Alpha students in a rural junior high school in North Sulawesi. Using a quantitative descriptive method, data were collected through the Strategy Inventory for Language Learning (SILL) questionnaire from 117 respondents. The overall mean score indicated a medium level of strategy use. Among the six categories, social strategies were most frequently used, showing that students often ask for clarification, practice with others, and seek help from peers. Compensation strategies were the least used, suggesting that students rarely guess meanings, use gestures, or paraphrase unfamiliar words. Memory, cognitive, metacognitive, and affective strategies were also applied at a medium level, showing selective use depending on context. Overall, Generation Alpha students prefer interactive and cooperative learning that supports social engagement. Thus, teachers are encouraged to design activities that enhance and strengthen the commonly used learning strategies among these students.

Keywords—language learning strategies, SILL, generation alpha, social strategies, compensation strategies

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi strategi belajar bahasa Inggris yang digunakan oleh siswa Generasi Alpha di sebuah sekolah menengah pertama di daerah pedesaan di Sulawesi Utara. Menggunakan metode deskriptif kuantitatif, data dikumpulkan melalui kuesioner Strategy Inventory for Language Learning (SILL) dari 117 responden. Rata-rata skor keseluruhan menunjukkan tingkat penggunaan strategi yang sedang. Di antara enam kategori, strategi sosial paling sering digunakan, menunjukkan bahwa siswa sering meminta klarifikasi, berlatih dengan orang lain, dan mencari bantuan dari teman sebaya. Strategi kompensasi paling jarang digunakan, menunjukkan bahwa siswa jarang menebak arti, menggunakan gestur, atau mengulang kata-kata yang tidak dikenal. Strategi memori, kognitif, metakognitif, dan afektif juga diterapkan pada tingkat sedang, menunjukkan penggunaan selektif tergantung pada konteks. Secara keseluruhan, siswa Generasi Alpha lebih menyukai pembelajaran interaktif dan kooperatif yang mendukung keterlibatan sosial. Oleh karena itu, guru didorong untuk merancang aktivitas yang memperkuat dan meningkatkan strategi pembelajaran yang sering digunakan oleh siswa ini.

Kata Kunci—strategi pembelajaran bahasa, SILL, generasi alfa, strategi sosial, strategi kompensasi

INTRODUCTION

English language skills are one of the essential competencies that students need to acquire in the 21st century. Shobikah (2020) stressed that mastery of English as a global language serves as a key measure of students' success in language learning. Being proficient in English enriches education, opens doors to jobs, and allows successful worldwide communication (Zheng, 2024). As English continues to play a crucial role in global communication, it becomes important to examine how the younger generation learns and develops this skill in today's digital era.

The significance of English is particularly evident among Generation Alpha—those born between 2010 and 2025. According to Jha (2020), this generation grows up surrounded by advanced technology that shapes their entertainment, communication, and learning. Considering their strong connection to digital environments, Generation Alpha students are likely to develop unique learning habits that differ from those of previous generations. Hutajulu et al. (2024) stresses that this generation should be learning by utilizing audio, visual, and kinesthetic technologies that align with their daily routines, as this generation is highly connected and dependent on technology in everyday life. These conditions undoubtedly influence how they learn English, including the learning strategies they choose to apply. To better understand how students approach language learning, Oxford (1990, as cited in Boggu & Sundarsingh, 2016), classifies language learning strategies into two main categories: direct and indirect strategies. Direct strategies include memory, cognitive, and compensation strategies, while indirect strategies include metacognitive, affective, and social strategies. Identifying the most dominant learning strategies among Generation Alpha students may offer valuable insights for educators to develop learning approaches that align with the needs and characteristics of today's learners.

Previous studies also have revealed that metacognitive and social strategies are the most frequently used strategies by Generation Alpha and other student groups, while affective and compensation strategies are less commonly applied (Kristy et al., 2022; Loviani et al., 2024; Alfian, 2016). Although previous studies have explored digital learning behaviors, few have examined English learning strategies among junior high school students in rural areas of Indonesia. According to Stroupe (2024), most research still focuses on university students or broader digital issues. Therefore, this study examines the English language learning strategies used by Generation Alpha students at a Junior high school in a remote village in Minahasa Tenggara, SULUT, to provide insights for more effective teaching practices.

Language Learning Strategies

One of the key factors influencing students' success in learning a second or foreign language is the use of effective learning strategies. These are specific techniques or actions that learners apply to support and enhance their language acquisition. Oxford (1990) defines "language learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" (p. 8.). Moreover, Griffiths (2008 as cited in Nair et al., 2021) explain that language learning strategies involve learners' active efforts to manage and take control of their own language learning process. In line with this, Hou (2018) emphasizes that appropriate strategies help students learn more efficiently and effectively, as they allow students to apply language skills in meaningful ways. In other words, using the right strategies can make learning more organized and help students achieve better results. Therefore, Understanding the specific types of language learning strategies is essential because each strategy has different goals in supporting the language acquisition process. Oxford (1990) classifies these strategies into two major groups: direct strategies and indirect strategies.

Classification of Language Learning Strategies

Direct Strategies

Understanding specific types of language learning strategies is essential because each strategy supports language acquisition in different ways. Oxford (1990) classifies strategies into direct and indirect strategies. According to Safari and Fitriati (2016), direct strategies contribute directly to language learning by involving mental processing and real-life language use, including memory, cognitive, and compensation strategies.

Memory strategies help learners retain and recall information, such as vocabulary, grammar rules, and sentence structures, by creating meaningful connections (Oxford, 1990; Alqarni, 2023; Safari & Fitriati, 2016). Examples include grouping new words by topic, linking words to familiar images, and reviewing learned materials systematically. These strategies are particularly useful for beginners as they strengthen foundational language knowledge.

Cognitive strategies refer to mental processes that assist students in understanding and using language (Subramaniam et al., 2025). These strategies include practicing, analyzing, reasoning, note-taking, summarizing, and translating phrases (Oxford, 1990; Luqman, 2020; Wirahyuni & Martha, 2023). For instance, repeating words, writing summaries, or guessing meanings in context helps learners actively process language and improve skills such as speaking, reading, and writing. Cognitive strategies encourage active participation and deeper engagement with language input, making them effective for learners at various proficiency levels.

Compensation strategies are applied when learners encounter difficulties due to limited vocabulary or grammatical knowledge (Oxford, 1990; Almashour & Davies, 2023). These strategies help students communicate effectively despite gaps in language knowledge, for example by guessing from context, using synonyms, paraphrasing, or employing gestures. A learner who cannot recall the word “water” may use a gesture of drinking to convey the meaning. Studies show that learners with higher proficiency tend to use compensation strategies more frequently, highlighting their role in developing communication confidence and fluency (Taheri & Davoudi, 2016).

Indirect Strategies

Indirect strategies support the learning process rather than directly processing language. Metacognitive strategies focus on planning, monitoring, and evaluating learning activities (Oxford, 1990). These strategies include setting goals, managing time, and assessing progress. For example, a student may set a goal to learn five new words daily or pause during reading to check comprehension. Research shows that learners who use metacognitive strategies achieve higher academic performance and become more independent in managing their learning process (Wongdaeng & Higgins, 2022; Baureh & Sapulete, 2025; Anthonysamy, 2021).

Affective strategies address learners’ emotions, motivation, and self-confidence, which play a crucial role in language learning (Oxford, 1990; Yiting, 2024). These strategies include reducing anxiety, encouraging oneself, and monitoring emotional states. For example, learners may practice deep breathing, use positive self-talk, reward themselves for achieving goals, or write a diary to reflect on emotions. Studies indicate that applying affective strategies helps students maintain motivation, manage stress, and engage more effectively in language learning activities (Munchen et al., 2021; Bawengan et al., 2017).

Social strategies emphasize the interactive nature of language learning and the importance of communication with others (Oxford, 1990; Balkaya, 2023). These strategies involve seeking help, participating in peer discussions, or collaborating in group activities. For instance, a student may ask a teacher for clarification or discuss a topic with classmates to improve understanding. Recent research supports the effectiveness of social strategies in

increasing participation, stimulating interaction, and improving language output in both classroom and online settings (Ismiatun & Suhartoyo, 2022).

In summary, each type of language learning strategy—memory, cognitive, compensation, metacognitive, affective, and social—plays a specific role in supporting students' English learning process. Oxford (1990) emphasizes that these strategies help learners become more effective and independent in acquiring a new language. Understanding students' use of strategies is particularly important for Generation Alpha, as applying the appropriate strategies can enhance their engagement and overall learning outcomes (Kim & Bae, 2020).

Generation Alpha

Generation Alpha has recently become the focus of attention due to their unique characteristics shaped by digital technology. Generation Alpha is the group of individuals born after Generation Z and was first introduced by Australian social researcher Mark McCrindle in 2005. McCrindle (2014) defined this generation as “those born globally from 2010-2024 we have labelled as Generation Alpha” (p. 222). A key characteristic of Generation Alpha is that they have grown up surrounded by digital technology from a very young age. According Höfrová et al. (2024), this generation is highly familiar with technology and tends to think and interact differently from previous generations. In addition, Darda et al. (2023) explained that the rapid development of technology has made Generation Alpha very skilled in using it, and they often strive to stay up-to-date with current trends. Therefore, technology is extremely important to them (Jha, 2020). These characteristics strongly influence the way they learn, including the language learning strategies they adopt.

Characteristics of Generation Alpha

One of the most defining characteristics of Generation Alpha is that they are digital natives. This generation grows up surrounded by rapid advancing technology, which tends to have shorter attention spans, less face-to-face social interaction and limited opportunities to develop creativity through traditional play (Čídllová et al., 2024). Arena et al. (2023) stated that this generation enjoys activities such as creating digital content, coding, and using electronic devices, while also showing independence in using technology. Furthermore, it was found that Generation Alpha demonstrates higher learning engagement when they can interact with peers and participate in collaborative social activities (Cimene et al. 2024). Additionally, Piepiora (2024) notes that early exposure to educational apps and interactive games helps Generation Alpha learn quickly, build confidence, and develop self-awareness, which supports their self-esteem. These traits affect how Generation Alpha learns, especially in learning a second language.

Generation Alpha, born between the early 2010s and mid-2020s, has been highly influenced by technology in shaping how they learn. Šramová and Pavelka (2023) found that Generation Alpha intentionally and actively selects digital media content to meet their need for learning, entertainment, and social interaction showing that they are independent and active learners. In addition, Gen Alpha learners are used to receiving information quickly, getting immediate feedback, and learning with the support by technology. As stated by Foster (2025), these students often use educational apps, videos, and even AI-based platforms like ChatGPT to learn in ways that align with their personal interests. Similarly, Maity and Deroy (2024) explain that AI systems can provide personalized content and feedback which helps students stay motivated and improve learning outcomes. This demonstrates how technology significantly influences the learning strategies that Generation Alpha applies.

Digital tools also support specific language learning strategies. For cognitive strategies, gamified and interactive platforms help students analyse, summarise, and use

language in meaningful ways (Safatian, 2023). Memory strategies are supported by digital flashcards, particularly on smartphones, achieved significantly higher gains in academic vocabulary (Zarrati et al., 2024). Compensation strategies are facilitated by AI-based tools and translation apps, allowing students to find alternative words or meanings when needed (Yuxiu, 2024). Metacognitive strategies benefit from AI platforms that provide feedback and progress, helping students plan and evaluate their learning (Lineman et al., 2025). Affective strategies are reinforced through gamified digital environments that reduce anxiety and increase motivation (Zhou, 2024). Finally, social strategies are strengthened through collaborative apps such as Duolingo, enabling interaction with peers and native speakers (Kukulkska-Hulme & Viberg, 2018). Overall, digital tools help Generation Alpha apply strategies across all these domains, enhancing their language learning.

Related Studies

Several studies have examined English language learning strategies (LLS), particularly among young learners of Generation Alpha. Khirzani et al. (2023) investigated how Gen Alpha ESL learners select effective strategies to improve speaking skills. The study involved 50 primary school students aged 9–12, identified as good language learners through purposive sampling. Using a modified version of the Strategy Inventory for Language Learning (SILL), the findings revealed that metacognitive and social strategies were the most dominant, while affective strategies were the least utilized. High mean scores indicated that learners actively planned, monitored, and evaluated their own learning (metacognitive strategies, $M = 10.00$), and interacted with others to enhance acquisition (social strategies, $M = 10.00$), whereas affective strategies were less employed ($M = 9.20$). The study emphasizes the importance of equipping teachers with knowledge of these tendencies to support learners' independence and speaking proficiency, which aligns with the focus of the present study on dominant strategy use.

Similarly, Habók and Magyar (2018) examined 868 Hungarian junior secondary students in Grades 5 and 8 to investigate the relationship between LLS, foreign language attitudes, proficiency, and academic performance. Using an adapted SILL questionnaire, they found that metacognitive strategies were predominantly used across both grade levels. In Grade 5, metacognitive, social, and memory strategies significantly influenced attitudes and language proficiency, while in Grade 8, metacognitive strategies had the strongest impact on foreign language grades and overall academic achievement. Their findings highlight the central role of metacognitive strategies in improving both language performance and general academic success.

Other studies have focused on specific strategies for younger learners. Andari et al. (2022) explored the use of flashcards as a memory strategy among kindergarten students in Denpasar. Through classroom observation and field notes over one month, the study found that game-based flashcards significantly improved vocabulary recalls and engagement. These results are particularly relevant to Generation Alpha learners, who benefit from interactive, visual, and fast-paced learning tools.

A broader perspective is provided by Höfrová et al. (2024), who conducted a literature review on Generation Alpha education using PRISMA guidelines. Reviewing 2,093 titles, 603 abstracts, and 335 full-text articles, they included 83 studies in the final analysis. The review concluded that Generation Alpha's digital upbringing makes them fundamentally different from previous generations. While many digital tools and online strategies exist, no single approach is universally dominant. The study also cautioned that overreliance on technology may reduce social-emotional development and contribute to mental health challenges, highlighting the broader educational context in which this generation develops language learning strategies.

In conclusion, both previous studies and the present research share similarities in employing questionnaires, particularly adaptations of SILL, as the primary data collection

instrument. Several reviewed studies were conducted at the elementary or junior high school level, corresponding to the educational level of the participants in this study. However, the sampling context and research focus differ. Prior studies often examined strategy use in urban or international school settings, whereas the present study aims to identify the dominant English language learning strategies used by Generation Alpha students in rural junior high schools in Indonesia—an underexplored context. Specifically, this study seeks to determine the overall level of strategy use and to identify the strategies most and least frequently employed by these learners in a remote area of North Sulawesi.

RESEARCH METHODS

In this research, a quantitative descriptive design was employed to provide a clear and systematic description of the English language learning strategies used by Generation Alpha students. As explained by McCombes (2023), descriptive research aims to accurately describe the characteristics of a population, situation, or phenomenon. The researcher used the Mean scores to analyze the overall level of English language learning strategy use and to identify the most frequently used strategies among Generation Alpha students at a junior high school located in a remote village in North Sulawesi.

Population

The respondents of this study were students from Grades 7, 8, and 9 who were enrolled in the first semester of the 2025–2026 academic year. Grade 7 consisted of 76 students, Grade 8 had 58 students, and Grade 9 had 75 students, with a total population of 209 students. A pilot study was conducted with Grade 8A and 8B, which included 58 students. The main study involved six classes—three from Grade 7 and three from Grade 9—with a total of 117 students. During data collection, all 117 students were present and completed the questionnaire. Among the respondents, 59 were female and 58 were male, with ages ranging from 11 to 15 years old.

Instrumentation

Data were collected through a questionnaire. According to Sathiyaseelan (2015), a research instrument refers to any tool or device used by researchers to measure variables, such as questionnaires or checklists. In this study, the researcher adapted a questionnaire based on Rebecca Oxford's (1990) theory of Language Learning Strategies. The instrument consisted of 50 items covering six major strategy categories: memory, cognitive, compensation, metacognitive, affective, and social strategies. To ensure that all respondents belonged to Generation Alpha, demographic data (year of birth, age, and grade level) were included in the personal information section, confirming that participants were born in 2010 or later.

Validity and Reliability

Before administering the main questionnaire, a pilot study was conducted to test the instrument's validity and reliability. As stated by Junyong (2017), a pilot study simulates the main research to assess feasibility, including participant criteria, instrument readiness, and researcher preparation. When the time for pilot study to be taken, there were only 45 out of 58 students from Grades 8A and 8B that were present and could join. Prior to distribution, the researcher consulted three English lecturers, an academic adviser, and a statistician to review the questionnaire items for clarity and appropriateness.

The validity of the questionnaire was tested using the Pearson Product-Moment Correlation. According to Goerlandt et al. (2017), conceptual validity refers to the extent to which an instrument accurately measures the intended concept. Each item's score was compared with the total score of its corresponding subscale (Direct and Indirect Strategies). For Direct Strategies, each item was correlated with the total of the remaining 28 items,

while for Indirect Strategies, each was correlated with the total of 20 items. Items with a significance value below 0.05 were considered valid, while those above this value were removed (Sugiyono, 2014; Priyanto, 2010). Reliability was then tested using Cronbach's alpha. According to Surucu and Maslakci (2020), reliability refers to the instrument's consistency when used under the same conditions. A subscale was deemed reliable if it achieved a value of at least 0.60 (Taber, 2018; Pallant, 2020; Anggraini et al., 2022). The result of the reliability test of both instruments met this criterion with score of 0.918 for the Direct Strategies and 0.904 for the Indirect Strategies. Therefore, both instruments were considered valid and reliable for use in the main study.

Data collection Procedures

The data collection process began with the researcher obtaining a permission letter from the dean, which was submitted to the principal of the selected school. After receiving approval, the researcher coordinated with the curriculum coordinator to schedule the questionnaire distribution. During the scheduled session, the researcher explained the purpose of the study and provided instructions on how to complete the questionnaire. The students then answered the items independently, while the researcher supervised the process and clarified any uncertainties. After the students finished, the completed questionnaires were collected and checked for completeness and consistency.

Data Analysis and Interpretation

The five-point Likert scale from Oxford's Strategy Inventory for Language Learning (SILL) was analyzed using descriptive methods. To answer the first research question, the Mean score of each participant's responses was calculated to determine the overall level of strategy use. For the second question, the Mean scores of each strategy category—memory, cognitive, compensation, metacognitive, affective, and social—were computed and compared. The category with the highest Mean score was considered the most frequently used. Thus, the interpretation of the mean scores followed Oxford's (1990) classification, as shown below in table 1.

Table 1. Interpretation of SILL Scores (Oxford, 1990)

Mean	Frequency Description	Interpretation
4.5 - 5.0	Always or almost always use	High
3.5 - 4.4	Usually use	High
2.5 - 3.4	Sometimes use	Medium
1.5 - 2.4	Generally not use	Low
1.0 - 1.4	Never or almost never use	Low

RESULTS AND DISCUSSIONS

The level of English Language Learning Strategies used by Generation Alpha

To to find out the level of English language learning strategies, the researcher use Mean Score. The result shows that the Mean score of English language learning strategies was 3.03, as shown in the Table 2.

Table 2. English Language Learning Strategies

	N	Minimum	Maximum	Mean
English Language Learning Strategies	117	2.00	4.00	3.03
Valid N (listwise)				

Based on Oxford (1990) the interpretation scale of SILL (see Table 1), the Mean score falls in the range of 2.5 – 3.4 which categorized as medium level of strategy use. This means that Generation Alpha students at a Junior high school located in a remote village in North Sulawesi sometimes used the English language learning strategies. In other words, they apply these strategies when they feel the needed to or when certain learning situations required it.

Previous study has also shown that English language learning strategies are generally used at a medium level. The study conducted by Hapsari (2019), revealed a similar trend that students do not fully apply learning strategies or may have limited awareness of how to use them effectively. This suggests that even though students are aware of some strategies, they still need further guidance and encouragement from teachers to use these strategies more effectively and consistently. Reinforcing their use of strategies through classroom activities that involve the use of technology can help improve their overall English learning performance.

The Most and the Least Frequently Used by Generation Alpha

To find out the English language learning strategies that are most and least frequently used, Mean scores each strategy was employed. Table 3 presents the Mean scores of the six categories of English language learning strategies, which range from 2.83 to 3.19. Based on Oxford's (1990) interpretation scale (2.5 – 3.4 = sometimes used), all categories fall within the medium level of strategy use.

Table 3. All Categories of English Language Learning Strategies

	N	Minimum	Maximum	Mean
Memory Strategy	117	2.00	5.00	3.03
Cognitive Strategy	117	2.00	4.00	2.96
Compensation Strategy	117	1.00	5.00	2.83
Metacognitive Strategy	117	2.00	5.00	3.17
Affective Strategy	117	2.00	5.00	3.15
Social Strategy	117	2.00	5.00	3.19

Among the direct strategies, memory strategies has the highest Mean score which is 3.05 as a medium level of use strategy. This indicated that students moderately use memory such as repetition, grouping words, summarizing, and analysing language rules. In contrast, compensation strategies obtained the lowest Mean score was 2.83 as medium level of use strategy, showing that students rarely use guessing, synonyms, or gestures to overcome vocabulary gaps.

For indirect strategies, social strategies was recorded as the highest Mean score as 3.19 which is a medium level also of use strategy. This suggests that Generation Alpha students tend to learn English through interaction and collaboration, such as asking questions, cooperating with peers, and participating in group activities. Meanwhile, affective strategies obtained the lowest Mean score, 3.15 as a medium level of use strategy. This indicate that students use techniques to manage emotions and motivation less frequently.

Overall, the findings revealed that social strategies recorded the highest Mean score (M= 3.19), followed by metacognitive (M = 3.17), affective (M = 3.15), memory (M = 3.03), and cognitive strategies (M = 2.96) all of which fall within the medium level of use strategy according to Oxford's (1990) interpretation. This tells that Generation Alpha students of a Junior High school in a rural village in North Sulawesi tend to learn English through interaction with others, such as asking questions, cooperating with peers, or participating in group activities. In contrast, compensation strategies obtained the lowest Mean score (M

= 2.83), showing that students rarely use guessing or using gesture to overcome vocabulary limitations.

The high use of social strategies suggests that Generation Alpha students tend to learn best through interaction and communication with others. They appear to enjoy participating in group discussion, asking questions, cooperating with peers, and engaging in collaborative learning activities. These findings are in line with previous study. Khirzani et al. (2023) reported that the social strategies were the highest strategies that used by Generation Alpha. This aligns with the characteristics of Generation Alpha, who grow up as digital natives and are accustomed to interacting through both technology and peer collaboration. Their tendency to engage in digital content creation, participate in interactive platforms and work collaboratively with other support their frequent use of social learning strategies in English. Given that this generation shows higher engagement when learning with peers and gains confidence through interactive activities, it is reasonable that they naturally rely on social strategies to support their language learning.

On the other hand, compensation strategies were found to be the least frequently used. This indicates that students rarely guess meanings form context or use gestures when they forget a word. A possible explanation is that Generation Alpha students rely heavily on digital tools such as Google Translate, online dictionaries, AI-based application when they face language difficulties. As a result, they fewer opportunities to develop internal compensation techniques such as guessing or paraphrasing. This finding aligns with Weng and Fu (2025), who stated that dependence on artificial intelligence (AI) and online language tools provide instant feedback and language assistance, may reduce learners' engagement of using their own problem-solving strategies. This result is also supported by Habók and Magyar (2018), who found that compensation strategies had a Mean score of 2.52, which is also considered at the medium level.

This finding suggests that while Generation Alpha students are familiar with using technology to assist their learning, they still need more encouragement and practice to develop independent strategies for solving language problems without relying too much on digital tools. Strengthening these skills can help students become more confident and effective English learners. Based on the results and discussion above, it is not misleading to draw the conclusion that the use of language learning strategies plays an important role in helping Generation Alpha students improve their English learning performance.

CONCLUSIONS

Based on the findings and discussion, it can be concluded that Generation Alpha students of SMP Negeri 4 Tombatu are in the medium level of English language learning strategy use. This means that they sometimes use different strategies in their learning but not regularly. The most frequently used strategy is social strategy, which shows that students like to learn through interaction, discussion, and cooperation with others. Meanwhile, the least used strategy is compensation strategy, which means students rarely guess meanings or use gestures when they forget words or they often go to digital tools such as Google Translate or online dictionaries.

RECOMMENDATIONS

In line with the findings of this study, several recommendations are proposed. Since social strategies were identified as the most frequently used, teachers are encouraged to maximize peer interaction through collaborative tasks, such as group projects, pair work, and peer-assistance activities, which align with Generation Alpha's preference for interactive and socially engaging learning. For metacognitive and affective strategies, which were used at a moderate level, teachers may guide students in setting learning goals or monitoring their progress. Considering that compensation strategies were the least used, it is recommended that teachers design activities that encourage guessing meaning, using

synonyms, or applying contextual clues, such as role-play, picture-based tasks, or problem-solving games that require spontaneous language use. Additionally, English lessons should incorporate digital tools familiar to Generation Alpha such as short interactive videos, educational apps, or online collaboration platforms to support their digital-native learning behaviour. For students, it is recommended that they engage actively in peer collaboration, practice using English through familiar digital tools, and apply metacognitive habits such as setting goals and monitoring their progress. They are also encouraged to improve their compensation skills by guessing meaning from context, using gestures, or simplifying expressions instead of relying on translation apps. Additionally, students should develop affective strategies by managing anxiety, building confidence through regular practice, and seeking peer support when needed. Furthermore, future researchers may consider examining these strategies using mixed-method approaches or involving students from varied grade levels to gain deeper and broader insights into Generation Alpha's language learning patterns.

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