BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING

A CASE STUDY: EXPLORATION OF GENERATION Z STUDENTS' EFL LEARNING ENVIRONMENT IN TERTIARY EDUCATION

PREPARED BY

Selma KASIMAY

MASTER THESIS

ANKARA – 2021

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ASST. PROF. DR. Ahmet Remzi ULUŞAN

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS TEZ ÇALIŞMASI ORİJİNALLİK RAPORU

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İmza:

"I never teach my pupils, I only attempt to provide the conditions in which they can learn."

Albert Einstein

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ABSTRACT

Selma KASIMAY

A Case Study: Exploration of Generation Z Students' EFL Learning Environment in Tertiary Education

Başkent University Institute of Educational Sciences Department of Foreign Languages Master in English Language Teaching
2021

As of 2019-2020 academic year, there are almost 8 million students at tertiary education in Turkey including vocational, undergraduate, and graduate students (Yükseköğretim Bilgi Yönetim Sistemi, 2020). Hence it is crucial to acknowledge the existence of Generation Z students (born between 1996-2010) in higher education. The fact that different cohorts; Baby Boomers, Gen X, Gen Y and Gen Z are working and studying together necessitated this study, which aimed to explore Gen Z students' EFL learning environments. The study was conducted at a foundation university's School of Foreign Languages in Turkey. Data were collected during 2020-2021 academic year employing focus group meetings, semi-structured individual interviews and field notes. The data were examined through qualitative inquiry methods and data analysis software. The findings revealed that although there was no change in teaching philosophies of instructors, they had to go through a process of adaptation with Gen Z students. It was also found out that different instructors belonging to different generations had dissimilar attitudes and practices towards Gen Z students. Although the essence of teaching and learning still stayed the same, Gen Z students were noted to have more elevated interest in the language learning due to their close contact with technology and internet. Therefore, traditional methods of teaching are no longer suitable for Gen Z, and along with instructors, institutions and publishing houses have to share their parts in establishing an effective learning environment for Gen Z students.

Keywords: Gen Z EFL learning environment, Gen Z learning preferences, Gen Z student characteristics, technology incorporated lessons, cohorts of instructors, Gen Z teaching philosophies, infrastructure in establishing Gen Z learning environment

ÖZET

Selma KASIMAY

Bir Vaka Çalışması: Z Kuşağı Öğrencilerinin Yükseköğretimde İngilizce Öğrenim Ortamının Keşfi

Başkent Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı
2021

2019-2020 eğitim-öğretim yılı itibarıyla Türkiye'de yükseköğretimde ön lisans, lisans ve lisansüstü dahil olmak üzere yaklaşık 8 milyon öğrenci bulunmaktadır (Yükseköğretim Bilgi Yönetim Sistemi, 2020). Bu nedenle, 1996-2010 yılları arasında doğan Z Kuşağı öğrencilerinin yükseköğretimdeki varlığını kabul etmek önemlidir. Baby Boomer, X, Y ve Z kuşaklarının birlikte çalışıyor olduğu gerçeği, Z kuşağı öğrencilerinin İngilizce öğrenme ortamlarını keşfetmeyi amaçlayan bu çalışmayı gerekli kılmıştır. Araştırma Türkiye'de bir vakıf üniversitesinin Yabancı Diller Yüksekokulu'nda gerçekleştirilmiştir. Veriler, 2020-2021 akademik yılında odak grup toplantıları, yarı yapılandırılmış bireysel görüşmeler ve alan notları kullanılarak toplanmıştır. Bu veriler nitel sorgulama yöntemleri ve veri analiz yazılımı ile incelenmiştir. Bulgular, öğretim elemanlarının öğretim felsefelerinde bir değişiklik olmamasına rağmen, Z Kuşağı öğrencilerinin gelmesiyle birlikte bir uyum sürecinden geçmek zorunda kaldıklarını ortaya koymuştur. Ayrıca, farklı kuşaklara ait farklı öğretim elemanlarının Z kuşağı öğrencilerine karşı farklı tutum ve uygulamalara sahip olduğu tespit edilmiştir. Öğretme ve öğrenmenin özü hala aynı kalsa da, Z kuşağı öğrencilerinin teknoloji ve internet ile yakın temasları nedeniyle dil öğrenimine daha fazla ilgi duydukları kaydedilmiştir. Bu nedenle, geleneksel öğretim yöntemleri artık Z Kuşağı için uygun değildir ve eğitmenlerle birlikte kurumlar ve yayınevleri Z Kuşağı öğrencileri için etkili bir öğrenme ortamı oluşturma konusunda kendi üstlerine düşeni yapmak durumundadır.

Anahtar Kelimeler: Z kuşağı İngilizce öğrenme ortamları, Z Kuşağı öğrenme tercihleri, Z Kuşağı öğrenci özellikleri, teknolojiyle birleştirilmiş dersler, farklı kuşak eğitmenleri, Z Kuşağı öğretim felsefeleri, Z Kuşağı öğrenme ortamının oluşturulmasında altyapı

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ABBREVIATIONS

ACL	American Culture and Literature
AEU	Academic English Unit
CoHE	Council of Higher Education
DEL	Department of English Linguistics
EFL	English as a Foreign Language
ELL	English Language and Literature
ELT	English Language Teaching
EPU	English Preparatory Unit
ESAP	English for Academic and Specific Purposes
ETI	English Translation and Interpretation
GPA	Grade Point Average
MKO	More Knowledgeable Other
SFL	School of Foreign Languages

CHAPTER I

INTRODUCTION

1.1. Presentation

This chapter is divided into four parts. In the first part, background information to the study is provided. In the second part, the need for the study is justified. The third part focuses on the conceptual framework of the study. In the fourth part, purpose of the study and research questions are visited. In the last part of this chapter, key terms and concepts are explored.

1.2. Background to the Study

Generations have mostly been studied in the scope of business and marketing. Yet, before this generation start working or become self-sufficient to purchase items, they need to receive education and training at schools. With everything so rapid, instructors need to adapt themselves and their teaching skills to coming generations. From Boomers to Generation Z, currently teaching instructors have worked with different generations. It is a clear fact that they cannot continue with their 30-year-old teaching skills with ever-changing student profiles. Thus, this study aims to explore Gen Zers' EFL learning environments.

As Shatto and Erwin (2016) pointed out in their article, Gen Z are highly technology oriented with a self-directed learning tendency, to which instructors must adapt themselves urgently. Learning environment is crucial to students' learning. In 2015, Jaleniauskienė and Jucevičienė addressed this issue and stated educators' roles have progressed from teaching to facilitation of learning through effective tools of the century. In order to address the issue, an educator should understand, evaluate, develop and control the learning environment. Thus, it is worth investigating the learning environment of Gen Z and discover the current atmosphere in tertiary education. As Çora (2019) asked in his book, there is an urgent need to find out "how ready the schools and families are for this generation" (p. 37).

At the time of this study, the world is going through extraordinary times fighting with a super contagious pandemic. Naturally, this disaster is reflected upon every part of our lives and education is no exception. Jumping to online educations without prior training of teachers and students and with lack of the necessary infrastructure certainly lets itself to an extraordinary struggle. How instructors and students cope with this process will yield its results in near future. However, one thing is certain and that is we are still working with Generation Z. Online or face to face, this unique group of students are bringing their learning preferences on to whichever platform they are.

1.3. Need for the Study

Kuran (2020) in her book said that if she hadn't studied generations, she would be trapped in that vicious cycle of absolute perfectionism and criticize, disapprove or dislike people who were not like her. Seeing, by itself, does not help hearing Gen Z (pp. 21-22).

There are almost 8 million students at tertiary education in Turkey including vocational, undergraduate and graduate students in 2019-2020 academic year (Yükseköğretim Bilgi Yönetim Sistemi, 2020). Therefore, in a country like Turkey, where the proportion of young people is so high, it is imperative to understand and address Gen Z (Çora, 2019, p. 30). Hence the need for this study stems from the very exact fact that four generations; Baby Boomers, Gen X, Gen Y and Gen Z are studying and working together but maybe not understanding one another. There is a large body of literature that studies Gen Z at different platforms such as in business life. However, not much study has been conducted on learning environment of Gen Z students in EFL settings through a qualitative study. This study cannot aim to explore new elements as in natural scientific study, rather it intends to raise the awareness of the concepts and their relations. In doing so, the study may aid educators gain a deeper understanding of how things are evolving and what improvements can be made.

1.4. Conceptualization of the Study

This part of the study consists of two sections: theories on generations and theories on learning environment.

1.4.1. Generations

Times of generations may vary country to country. As Kuran (2020) pointed out in her book, generation studies fail to see through their deceptions when they state all Gen Y are like that, or all Gen X behave in the following way. Looking at segments across generations can only be a tool. Generational differences lie not only in the socioeconomic structure, culture and values of the geography they are in. Even in different districts of a city, one can encounter diverse populations of the same generation (pp. 20-45). Although generations may not have clear cut boundaries, there are still several attempts to come up with a generic definition. Some examples are given below.

- "Mannheim defined a generation as a group of individuals of similar ages whose members have experienced a noteworthy historical event within a set period of time" (Pilcher, 1994, p. 481).
- Generation is "an identifiable group (cohort) that shares birth years, age location, and significant life events at critical developmental stages (times) divided by 5-7 years into first wave, core group, and last wave" (Kupperschmidt, 2000).
- "A generation is all the people in a group or country who are of a similar age, especially when they are considered as having the same experiences or attitudes" (Collins, n.d.).

Karl Mannheim's Theory of Generations in 1952 had great effects on societies. However, since Meinnheim wrote in a unique historical context, some critics argue that the theory of generations focuses on Western ideas and cannot provide a sufficient understanding of a broader cultural knowledge (Vandegrift, 2016). Other critics contend that the theory of generations should be in a global scale as the world has become a small global village (Edmunds & Turner, 2005).

According to Pilcher (1994), a major historical event has to occur at earlier ages of the same generation so that they can derive meaningful experiences from that event. Young age is a key point here since at older ages, people can put different meanings on their experiences influenced by their early encounters. From the figure below, a general idea of generations can be drawn according to their birth years.
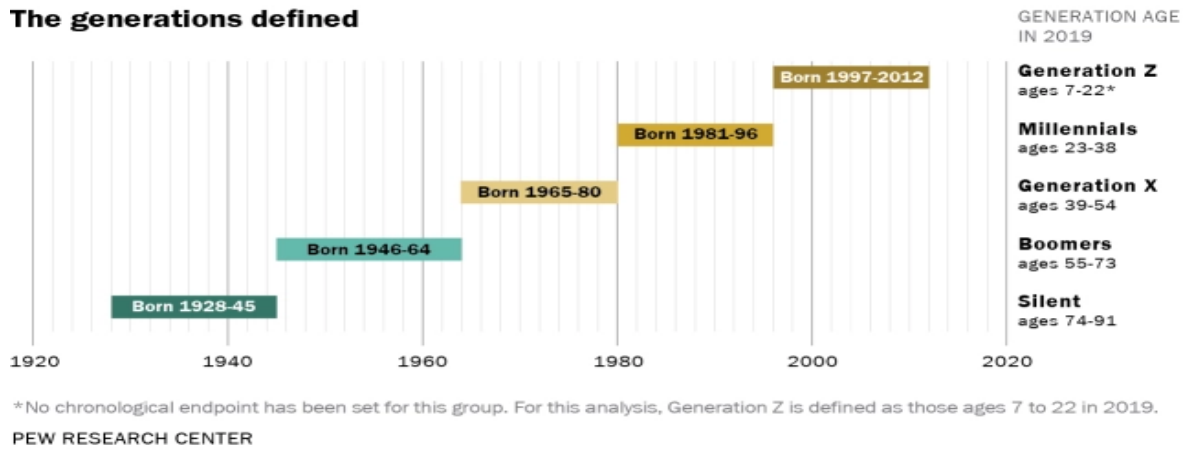
Figure 1.1. The generations defined by Pew Research Center (2019)

To have a deeper understanding of Generation Z, the preceding generations should be studied as well. A brief information about generation will be as follows:

1.4.1.1. Silent generation (1928-1945)

They got their name as a consequence of their conformist attitude during the MacCarthy era when people were terrified of Communism (Cottrell, 2020). No protest was instigated by them. Without any objections, they embraced all in silence (Historyplex, 2015). They were either children during the Great Depression and WWII or fought in WWII. Men and women had traditional roles, husbands worked outside while wives bore and raised children (University of Missouri, n.d.). Security, comfort, and family were valued by the members of this group (Wjschroer, n.d.). People of that era worked very hard and kept quiet. Children were seen but not heard (Fourhooks, 2015).

1.4.1.2. Boomers (1946-1964)

They were called boomers because of the population explosion after WWII (Cottrell, 2020). They grew up during the Civil Rights Movement and the Cold War. Unlike their parents, their life experiences, attitudes, behaviours and society they grew up and lived were completely different (Wjschroer, n.d.). They enjoyed the Rock and Roll, Elvis, Beatles, Woodstock, Barbie dolls and Miniskirts. There were now two parents working, TVs, divorced parents who were tolerably accepted (Fourhooks, 2015). Baby Boomers grew up

with the theory that the road to achievement passes through hard work (Seemiller & Grace, 2018, p. 40; Tolbize, 2008). They were free-spirited, experimental and social-cause oriented (University of Missouri, n.d.) greatly affecting 1960s and 70s social movements. Compared to previous generation, they were less optimistic, sceptical, and full of distrust in government. They were individualistic, possessed strong work ethic and dominant on economy (Seemiller & Grace, 2018, p. 40) while in Turkey the case was a bit different. Baby Boomers in US had an increase in number right after war but then their population declined. However, in Turkey, their number never decreased. Yet, they share the same features with those in US with their productive, hardworking and altruistic nature (Çora, 2019, p. 11).

1.4.1.3. Generation X (1965-1980)

They were called "X" generation because they were not sure where they belonged. So "X" illustrated their lack of identity (University of Missouri, n.d.). They were mostly interested in philosophizing rather than having a permanent job and family. They cared about their own well-being and preferred to change at least 7 careers in their lifetimes (Fourhooks, 2015). They are adept at technology, and they will use it to personalize and humanize everything (Reisenwitz & Iyer, 2009). Their Boomer parents let their kids play outside in the street until midnight, however, Xers mostly focused on their children's social and educational development (Cottrell, 2020). They strive to play active and encouraging roles in the lives of their children, and therefore, put great importance on the time spent with the family (Seemiller & Grace, 2016, p. 25).

1.4.1.4. Generation Y / millennials (1981-1996)

There was technology, computers, cell phones, internet, etc. while they were growing up. Boomer and late Gen X parents continuously sheltered them to build their self-esteem (University of Missouri, n.d.). American sociologist Kathleen Shaputis called Millennials as the "Peter Pan generation" because they tend to delay everything into adulthood (like housing, career and marriage). This also led Gen Y to stay with their parents longer than their precedents (as cited in Fourhooks, 2015). They are the first technologically savvy generation of graduate students. Their parents would question everything, but Gen Y students simply search everything on the Internet (Zorn, 2017). However, they are widely blamed for their intimate association with the Internet, social media, and cell phones. They

have been disapproved of for their self-centredness, entitlement, and overconfidence. Yet, they are ambitious, entrepreneurial, socially connected, and creative (Seemiller & Grace, 2018, pp. 43-45). On the surface, they may want to be alone in their social and learning activities, but they also work well with their peers in collaboration and happy to help for the growth of digital community (Chicioreanu & Amza, 2018). They actually care about their societies and environment (Cottrell, 2020) since they were born at a time when the world's natural resources were consumed most rudely. So, sustainability is very important for this generation (Kuran, 2020, pp. 37–38). They constantly want something bigger, stronger in their professional lives based on their positive and confident attitudes paired with their high standards of work (Seemiller & Grace, 2016, p. 26). Within previous generations, prejudice and discrimination against other groups was more prevalent (Çora, 2019, p. 15).

1.4.1.5. Generation Z (1996-2010)

There is a common consensus among researchers when this generation starts and ends.

- According to Pew Research Center anyone born from 1997 onward is part of a new generation until 2012 (Dimock, 2019).
- According to The Irish Times they are roughly defined as people born between 1995 and 2010 constituting 50 percent of the global population (The Irish Times, 2019).
- According to Forbes, they are born between 1995 and 2010 (Brown, 2020).
- Significant historic events frame the boundaries of a generation. If 9/11 is history for some people, then a line can be drawn where a generation ends and the next starts. With that respect, Gen Z is somewhere between 1996-2012/2015 of which an end date is yet to be discovered (The Center for Generational Kinetics, 2017).

They have different names like "Generation M, Net Generation, and Internet Generation". They have grown up with World Wide Web (University of Missouri, n.d.). They are in their teens or early adulthood now and continuously integrating technology into their lives. They were born into a digital world and cannot imagine a world without it, which is everywhere in their lives from their education to romantic relationships (Fourhooks, 2015). Generation Z see challenges and simple access to the world's issues but need to find answers and know how to use their resources and skills to do so (Seemiller & Grace, 2016, p. 27). They start education at an early age, show faster mental development. Compared with

the X and Y generations, their individualism is greater (Çora, 2019, p. 20). They are impatient and slow at developing. That's why an 18-year-old look and behave like a 15-year-old (Chicioreanu & Amza, 2018). They took the challenges Gen Y have experienced such as serious unemployment issues of university graduates both in Turkey and in other developed countries as a lesson and now they are highly ambitious to work (Çora, 2019, p. 25). Similarly, they have learnt to be careful with their money as they have witnessed their parents' hardships in finding jobs (Seemiller & Grace, 2018, p. 56).

1.4.2. Learning environment

In this study, learning environment consists of two parts: classroom management and teaching styles. To that end, the study intends to discover instructors' underlying philosophy/philosophies of classroom management and teaching styles in Gen Zers' learning environment.

1.4.2.1. Classroom management theories

Although classroom management has its roots in many philosophies, and methods; in this study, two most fundamental philosophies, Behaviourism and Humanism have been investigated drawing on their principles and governing rules.

1.4.2.1.1. Behaviorism

Mcleod (2017) described Behaviourism as scientific and objective procedures centred on psychological method of study. The method is limited to observable stimulus-response behaviour and claims that all behaviours are learnt through environmental stimuli. According to Behaviourism, anything can be learned through negative and positive reinforcements. Teachers need to train students to demonstrate positive behaviours by rewarding them with positive reinforcements (Drew, 2020). Tied to this theory two others have been investigated in this study:

Assertive Discipline (Canter & Canter): Assertive discipline states that teachers are in control of the classroom. Every student has a right to learn and it is the teacher's

responsibility to create such an environment. If any student disrupts the flow of the teaching and learning process s/he should be handled (Drew, 2020).

Non-adversarial Method (Fred Jones): Unlike Assertive Discipline, this method focuses on the positive reward to prevent conflicts in the teaching/learning process (Drew, 2020).

1.4.2.1.2. Humanism

McLeod (2020a) described Humanism as a method of studying the full person and the *uniqueness* of each person. Humanistic psychology assumes that people have free will and an innate ability to make themselves and the world better for every living creature. They are willing to self-actualize. They aim for the greater good rather than individualistic goals.

There have been many other theories based on humanism, yet within the scope of this study Choice Theory by William Glasser will be investigated. The theory grants students maximum choice when making decisions for the benefit of themselves and their friends with trust from the authority. Choice theory identifies five psychological needs: "survival, freedom, power, belonging, and fun" (Glasser, 1999). Each one has a significance in a classroom setting, which can steer teaching/learning process. The theory may be applicable to Gen Z more than their previous generation since students have been started to be considered as partners in a classroom setting in order to produce the desired outcomes with mutual understanding from the parties involved.

1.4.2.2. Teaching style theories

Since technology has a wide coverage in Gen Zers' lives, Sociocultural Theory, Activity Theory and Cognitive Theory of Multimedia Learning have also been explored in connection with instructors' teaching styles.

1.4.2.2.1. Sociocultural theory (Social development theory)

Vygotsky's major theme in sociocultural theory is that "social interaction plays a fundamental role in the development of cognition". And he continued to state that;

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals (Instructional Design, n.d.).

In Sociocultural Theory, there are two elements essential to learning. The first one is "The More Knowledgeable Other" (MKO), which refers to a person who is wiser and more skilful than the learner in that particular context. However, in a teaching/learning environment, this MKO does not need to be a person. It can be a computer programme, a digital library database or anything which is programmed to help the learner gain more knowledge. The second one is Zone of Proximal Development, which refers to the difference between what a child can accomplish on his or her alone and with the help and encouragement of a qualified partner (McLeod, 2020b). In the extent of this study, MKO may mean both the teacher as a person and any digital platforms that assist students' learning quest and Zone of Proximal Development is the place where this learning interaction takes place.

1.4.2.2.2. Activity theory

Activity Theory has its roots in Vygotsky's Social Development Theory. It is rather a framework that emphasizes that learning is realized beyond one actor (the learner). There are other elements to consider such as the environment of the learning, history of the person, culture, motivations and complexity of the tasks to be learned, etc (Learning Theories, 2016).

There are four principles of Activity Theory:

1. Object-orientedness: People live in a reality in which most of its properties are considered objective, not only by natural sciences but also by social sciences. The goals of activities are geared to motives, or objects that are self-impelling (Atlantic International University, n.d.).
2. Internalization/externalization: Internalization refers to activities without actually performing them like mental simulations, imaginings, planning. Externalization, however, refers to concrete activities of those internalized ones and they are mostly

carried out in groups or teams. In a classroom setting, given the facts about Gen Z, they appreciate being left alone to internalize but have to work collaboratively to externalize.

3. Mediation: Activity Theory places great importance on tools to mediate learning. In this study, these tools well may vary from multimedia tools to any digital platforms that assist learning.

4. Development: Formative assessment gains momentum in Activity Theory. In the theory there is hardly any place for traditional laboratory experiments but rather formative observations to monitor the development changes of the students. In a classroom setting, monitoring students for their development has always been an inevitable part of true teaching.

All four principles are interwoven in such a manner that they constitute the whole teaching/learning experience (Learning Theories, 2016).

1.4.2.2.3. Cognitive theory of multimedia learning

Cognitive theory of multimedia learning proposed by Clark and Mayer suggests that *mental representation* of a learning content is most possible via words and pictures. Retention of visual learning is deeper and longer than words alone. However, simply decorating visuals with words is not an effective way of realizing the goals of the theory. The aim of instructional media should be to discover how human mind works and design accordingly (Learning Theories, 2020). The results of Mayer's research suggest that when verbal and visual content is delivered in integrated dialog or narrative videos, learning becomes most effective for novices and visual learners (Berk, 2009).

1.5. Purpose Statement and Research Questions

The purpose of this case study is to explore Generation Z students' EFL learning environments at a foundation university in Ankara. Methods of inquiry include focus-group and semi-structured in-depth individual interviews and field notes.

In education there are many stakeholders; students, teachers, parents, institutions, publishing houses. A study on EFL learning environment of Generation Z will add to the

knowledge of these stakeholders. Universities, which already house this cohort of students, will gain from the understanding of this study. Teachers will benefit from sharing experiences. Publishing houses will be debriefed so that they can better accommodate their products. Since all this effort is for the students, they will be the ones who will gain from this study most by receiving more proper education.

According to Morse (1991), there are four reasons why qualitative research is necessitated:

- the concept is "immature" due to a conspicuous lack of theory and previous research
- available theory may be inaccurate, inappropriate incorrect or biased
- a need exists to explore and describe the phenomena and to develop theory
- the nature of the phenomenon may not be suited to quantitative measures (p. 120).

One of the above reasons will suffice to carry out a qualitative inquiry. Here in this study, Generation Z have not been in tertiary education for so long. Even though there are studies concerning Gen Z, EFL learning environment has not been dealt with in detail through a qualitative perspective. With this regard, the following questions have been drafted for this study:

- What is your teaching philosophy?
- What is your teaching philosophy with Gen Z students?
- How are you adapting yourself to Gen Z students?
- How does EFL learning environment of Generation Z differ from traditional ones for instructors?
- Are EFL books and materials suitable for Gen Z?
- Do assessment methods match Gen Z profile?
- Do the institutions supply the necessary infrastructure or training for Gen Z classrooms?

1.6. Definitions of Key Terms and Concepts

Team based Learning

Team-based learning (TBL) is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class. Students are organized strategically into diverse teams of 5-7 students who work together throughout the class. Before each unit or module of the course, students prepare by reading prior to class (Mcdaniel, 2021).

Experiential Learning

As a theory proposed by David Kolb, in experiential learning, students *learn by doing* and then reflecting on their experiences in order to connect theory with practice (Kent State University, n.d.).

Micro learning

Microlearning provides learners with small surges of knowledge to study whenever they please. Providing that it is concise, the learning content can take numerous forms, ranging from text to fully interactive multimedia (Andriotis, 2021).

Collaborative learning

As the name suggests, collaborative learning involves two or more students to work on a project in order to create, discuss and/or find solutions to problems (Cornell University, n.d.).

Blended learning

Blended learning involves both traditional teacher student interaction in physical classrooms and internet and digital media to aid the learning process (Banditvilai, 2016).

Hybrid learning

Similar to blended learning, hybrid learning makes use of digital platforms, however, it does not seek a balance in face to face and online education. There are many models of hybrid learning, which have been utilized in the pandemic as well. Some students are in the classroom while the others join the class virtually from their homes. Instructors teach both the students in the class and at home synchronously. In other cases, hybrid learning includes asynchronous learning materials such as online tasks or pre-recorded video lessons (Boyarsky, 2020).

CHAPTER II

REVIEW OF THE LITERATURE

2.1. Presentation

Relying on related principles and studies, this chapter offers a summary of the literature in two main sections. In the first part, the question of "Who are Gen Z?" has been attempted to be answered. In the second part, their learning environment has been explored.

2.2. Who Are Gen Z?

Teaching has always been distinguished from other professions, in that, their interaction has to be with humans. A construction worker needs to be well informed about the construction site, materials and equipment that he will make use of. Similarly, a farmer should have the knowledge of the soil, seeds or the climate. Similarly, teachers must know about their students, methods, and materials in order to achieve an effective learning environment. Knowledge is power. Creating an effective learning environment dictates a good knowledge of participants. Before s/he enters into classroom, s/he needs to be well aware of her/his partner students in teaching learning context. Students are not inanimate objects; they are all very complex organisms each carrying their own unique package. So, who are this current group of students waiting for their teachers in the classroom?

To answer the question above, Gen Z will be explored in terms of their general characteristics, communication trends, worldview, health, place in business world, attitude to money, skills and inclination towards making a difference in this world. Although a majority of the key concepts and studies are drawn on different disciplines, they can still provide instructors with valuable clues for the type of students sitting in the classroom and learning environments being craved for. The business world's fun and agile environment with more screens and reduced paperwork can easily be implemented into a learning environment. Flexibility, diversity, democracy, and innovation are no exceptions to a customized learning setting. Any study on Gen Z, no matter where it comes from, can have their implications in any environment Gen Z exist.

2.1.1. General characteristics

We may not have definite borders for Gen Z but there is certainly a truth of the environment in which they are born. In his book, Malcom Gladwell (2011) talks about "accumulation of advantages" by giving examples of Silicon Valley tycoons Bill Gates, Paul Allen, Steve Ballmer, Steve Jobs and Eric Schmidt all born between 1953-1956 when computer environment started to thrive. The tallest oak tree in the forest did not become the tallest by chance. It was because of its rich sunlight and fertile soil in which it grew. No rodent chewed on its roots and no lumberjack came to cut it before it was fully grown. He says the book is not about the trees but the forest, the environment which provided the oak tree best possible nurture (pp. 1–175). So, in this study, the environment in which Gen Z are born will be the determining factor in how Gen Z have become what they are today.

33.7 per cent of the world population, and 31 percent of Turkey's population is Gen Z. In other words, there are more than 25 million individuals aged 19 and under in our country (Kuran, 2020, p. 35). In Turkey, another name is given to these "deeply emotional" people who are born after 2000, "Crystal Generation" (Çora, 2019, p. 24).

According to literature, Generation Z are different from previous generations in that:

- A world without Internet, mobile phones or tablets do not exist for them.
- They are adept at technology and in constant online touch.
- They desire a technology that can help solve their problems easily and without complications.
- Their easy access to online information breeds their lack of critical thinking skills to appraise the sources.
- They cannot bear the thought of leaving their gadgets behind.
- They seldom visit a library or summarize any information from Britannica encyclopaedias. Instead of reading a whole article, they prefer to watch a video of it.
- They use their mobile phones almost instead of any gadget such as a wristwatch or camera.
- They know what they want.
- They possess the capability of working independently and individually.

- They are truthful and straightforward without any reservations of expressing themselves.
- They have the potential and desire of entrepreneurship.
- They demand a lively working life with less hierarchy.
- They appreciate the differences of their environment.
- They are self-centred which makes it difficult for them and for other generations to work with as a team.
- They dislike standards and always in pursuit of original and amusing tasks which may not be compatible with real life expectations.
- They value authenticity more than other values and they prefer good-hearted people instead of heroes (BNP Paribas, 2015; Çora, 2019, p. 24; Kuran, 2020, pp. 58-59; Rothman, 2016; Soydan, 2016).

Although, SeeMiller and Grace (2016) claim that Gen Z have very positive ideas about themselves, such as being loyal, caring, progressive, accountable, and strong-willed, Çora (2019) describes them as impatient, bored, self-centred which generates a decreased sense of loyalty compared to previous generations (pp. 32-33). Gen Z staying bored can actually foster creativity and progress. Similar to anxiety, boredom can trigger novel learning since it can be used as a threshold to step back a moment and make new connections (Turkle, 2016, p. 38).

2.1.2. Gen Z communication trends

Because of the pandemic outbreak in 2020, Gen Z have lost all their face-to-face communication with their teachers, friends, and coaches overnight. The long-term effects of this disconnection of in-person communication will yet reveal its devastating outcomes in the near future. Nervously awaited and excitedly posted events, plays, graduation ceremonies which serve as milestones in a person's life all vanished into thin air (Stiller, 2021). This already phone-glued generation's use of the Internet and social media for communication, connection and entertainment for different purposes (Seemiller & Grace, 2016, p. 64) has grown exponentially during the pandemic due to an overwhelming need of academic studies.

This generation has never spent time with their families looking at photo albums or arranged to meet with friends using landlines or written letters and waited for responses for weeks upon end. They have never written secretive notes to their friends that circled the entire classroom only to end up in teacher's hand. They have only known communication methods that have buttons, or photo albums stored in clouds (Seemiller & Grace, 2016, p. 56).

Although they were born into a world of buttons, their preference of communication yields mixed results. Szromek et al. (2019) claim that Gen Z are a multitasking generation whose primary mode of communication is social media. The preference for virtual relationships, rather than creating real interpersonal relationships, is also a characteristic of this generation. However, Seemiller & Grace (2016) suggest that when it comes to their preferences in communication, they certainly choose face to face communication over online ones since in person communication enables more and solid connection with better analysis of non-verbal clues (p. 56). "Missing life," loss of "interpersonal connectivity," and "low communication skills" are some of the phrases used when they engage in online conversations instead of in-person ones (Seemiller & Grace, 2018, p. 385). Crockett (2016) gives figures that show 20% of Gen Z prefer face to face communication while this is 16% for Gen Y and 15% for Gen X.

Texting has become the most common communication techniques among Gen Z even more than talking online. In a survey, nearly 75% percent of Gen Y and Gen Z stated that they preferred texting over talking (Hughes, 2018). The ease may result from the comfort of sending and receiving messages at any time and location (Seemiller & Grace, 2016, p. 57). In a panel held by Business Insider in New York City to discover Gen Zers' habit of texting and talking, it was revealed that teens dislike talking on the phone. Their frequency of calling their friends is almost "never" since they can easily send a message or they do not feel the need of a call. Two friends may be in constant touch without ever physically uttering a word and besides, it is not very convenient to make a phone call during class hours discreetly (D'Onfroon, 2015). That may be the reason why students can never part with their mobile phones in the classrooms. Anderson (2015) based on Pew Research Center findings, states that 54% of teens prefer texting on their first, second, third contacts with new friends. This may indicate their social reservedness to engage in face-to-face communication with newly made acquaintances.

This reservation is backed up with another study. Gen Z wish to have strong public speaking (50%) and communication skills (45%). It is rather ironic for a generation raised up by online communication tools and being in constant touch virtually with their friends or teachers. So, it seems some concerns cannot be overcome with virtual reality. Trainers and educators may place importance to developing these (The Center for Generational Kinetics, 2017). They have even developed an online language comprised of emoticons. Emoticons were first created by Shigetaka Kurita in 1999 when he first used emojis (Prisco, 2018). They are comprised of keyboard characters while the more popular Emojis are small images (Ledbetter, n.d.). When it comes to e-mails, Gen Z do not have a preference for them since they find e-mails very formal and slow to communicate. In that respect they associate e-mails with adults and mostly use it for school or work when they have to (Seemiller & Grace, 2016, p. 57; Seemiller & Grace, 2018, p. 107).

Living in such vast pool of information and knowledge, Gen Z is still reluctant to pass information onto others when it comes to economy, military intervention, employment, or health care. However, they are keen to educate people around them on what they know and what they hold dear like gay rights, education and women's rights. In such an easy era of sharing knowledge, Gen Z do not reveal their ideas unless they feel strongly connected or fully informed (Seemiller & Grace, 2016, p. 99).

There is a need to give some statistics and figures to fully comprehend how much technology, internet and social media have penetrated our lives. With the world population around 7.7 billion, 3.5 billion of us are online. One in three people use social media and more than two-thirds are internet users (Roser, 2015). It can easily be seen from the table below that Turkey is no exception of this trend.

Table 2.1. The number of internet and social media users and mobile connections by January 2020 in Turkey (Kemp, 2020).

Internet Users	Social Media Users	Mobile connections
62.07 million (74%)	54 million (64%)	77.39 million (92%)

So how do Gen Z spend their lives online? Below are some statistics about Gen Zers' online habits.

- 57% of teens have made a new friend or friends online on social media and video games platforms.
- Only 20% of these friendships evolve into face-to-face relationships.
- Boys (61%) are more comfortable making online friends than girls (52%).
- Almost every Gen Zer (95%) owns a smartphone, 69% a desktop computer, 61% a laptop, and only 5% owns a tablet.
- 64% smart phone users of Gen Z say that they are constantly connected online and 57% admit feeling insecure without their mobile phone.
- Gen Z spend an average of 4 hours and 15 minutes per day on mobile.
- 78% of them use their mobile devices to go online.
- Their most common online activities are visiting social networks, messaging, watching videos and using search engines.
- Gen Z spend 3.4 hours on average a day watching online videos.
- 55% of them choose what they want to watch, while a significant number of Gen Z still prefer to watch a movie the old-fashioned way (Cognizant, 2021; Curtis et al., 2019; Freer, 2019; PewResearch Center, 2015; Staff, 2020; Whitten, 2019).

Although Gen Z spend a lot of time on virtual reality, they are cautious about their privacy. Their post cannot be viewed except a small circle of family and friends (IBM, 2017).

2.1.3. Gen Z world view

Gen Z are more realistic compared to their previous generation. This may be due to witnessing terrorism, violence, economic hardships. However, these dark occurrences make them more vigilant, and security minded which in return will enable them to better the world (On Marketing, 2013). They are resilient in their attempts. If they fail, 82.3% say they will not give up and keep trying (Kuran, 2020, p. 105).

Kuran's study (2020) tried to discover Gen Zers' dreams. She, in her study with high income and low-income Gen Z groups, found out that 75 % of middle-high income and 70% low-income groups believe that their dreams will come true. Both groups biggest dream is

to get their dream jobs which middle-high-income group express as landing permanent jobs and providing benefits to people while low-income group's dream is to become famous, rich and powerful (pp. 55-56). Compared with their parents, 71% of young people say their standard of living will be better than that of their parents, Turkey ranking 12 among 30 countries. However, 72% of these same youth say their life is too stressful, ranking Turkey first among 30 countries (The Global Youth Wellbeing Index, 2017).

Although Varkey foundation (2017) found out that more than half of young people (60%) consider their own countries a good place to live in, 43% of low-income group and 61% of middle-high income group of Gen Z describe living in Turkey with negative expressions. 44% of these young people state that they wish not to reside in Turkey in 5 or 10-years' time. Only 9.7% of middle-high income group believe life standards will have become better off in Turkey in 5-10 years' time (Kuran, 2020, pp. 50). However, Varkey foundation (2017) also states that in 16 out of 20 countries, young people are mostly pessimistic about future. They believe the world is getting worse each day to live in.

Since nearly half the population of Gen Z describe Turkey not an ideal country to live in, it is not surprising that they move abroad. According to TUIK data (2019), the number of people emigrating from Turkey to other countries is about 330.289 in 2019 by an increase of 2% compared to previous year. 54.6% of the immigrant population were men and 45.4% were women. Luckily, not all immigrants were Turkish citizens. 84.863 of them were Turkish whereas 245.426 of them had foreign nationals. Mostly those between ages 25-29 left the country.

2.1.4. Gen Z and health

As for physical well-being, Seemiller & Grace (2018) warn parents and educators that Gen Z are more inactive, less fit, fatter, and suffering from sleep deprivation. They continue to advise that these young people should be helped in order to increase their awareness of healthy way of life (p. 200). They are the loneliest generation and appear to be in worse health than previous generations (MultiVu - PR Newswire, 2018).

When mental well-being is explored, there are many studies on Gen Z. The first one is on attention deficit hyperactivity disorder (ADHD). It ranks second in importance to affect

Gen Z students. Diagnosed children have difficulty in paying attention, controlling their impulses and being hyperactive. It is twice more common in boys than girls between the ages of 11-13 years old (BlueCross BlueShield, 2019) and understanding and responding to this illness holds vital importance by educators.

Depression is another researched area among Gen Z. According to data from CDC and the Substance Abuse and Mental Health Services Administration's National Survey on Drug Use and Health, major depression rose to "63%, rising from 8.1% in 2009 to 13.2% in 2017, among U.S. adults ages 18 to 25; and 52%, rising from 8.7% in 2005 to 13.2% in 2017, among U.S. adolescents ages 12 to 17". Girls experienced depression symptoms more than boys, one out of five adolescent girls in the last five years. The researchers also reported serious psychological distress of nervousness and hopelessness by "71%, rising from 7.7% in 2008 to 13.1% in 2017". There is a parallel increase in the rate of suicidal thoughts, attempted suicides and suicides among young adults (Advisory Board, 2019).

When Gen Z were asked about happiness, 68% stated that they were happy with variations among countries. Ironically, the highest happiness level comes from developing world; Indonesia (90%), Nigeria (78%) and India (72%), whereas in advanced societies happiness level is the lowest such as France (57%), Australia (56%) and the UK (57%). While (56%) of young women stated they were happy, this level was a bit higher in males with a percentage of 62% (Varkey Foundation, 2017).

When we look at happiness level of people in Turkey, we scored 50 on the index of Lowest Positive Experiences Worldwide followed by Egypt, Chad and Bangladesh 56, Northern Cyprus 54 and Nepal 53 according to the 2019 Global Emotions Report. The report associated this low score to economy which began to slide in 2018 and entered a recession (Gallup, 2019). According to results of The World Happiness Report among 153 countries, Turkey ranks 93 in happiness. They conducted their study in 156 countries to establish how happy people perceive themselves to be, especially in social settings, as expressed in the consistency of personal social relationships and social institutions (World Happiness Report, 2020).

2.1.5. Gen Z in business world

Business world studies are full of harsh comments as well as praises for Gen Z. Dolot (2018) says that Gen Z suddenly, without any effort, want to achieve a distinguished career. The idea of a long-career path with small steps is not suited to them. They have no intention of staying at one career for long, since they are in constant pursuit of flexibility to avoid routine. In this regard, HR departments will have difficulty dealing with their decreased sense of loyalty (Çetinsaraç, 2017). This generation is not lost in detail, they focus on finding a practical way of every job. This may be utilized by companies to expand and improve their businesses. They can force HR departments because of their individualism and being hard to satisfy and getting bored quickly. This super-connected, pragmatic, challenging, educational, personal and technical entrepreneurs' arrival in business world may not be welcomed by HR directors calmly (BNP Paribas, 2015). However, their creativeness and openness to social communication enables them to express themselves clearly. They also bring in with themselves the notion of several truths instead of one and several different ways to accomplish the task with different methods (Çetinsaraç, 2017).

What do Gen Z think about their careers? They are well aware of the fact that schools will not be sufficient enough to prepare them for their careers, so they are already in permanent self-learning" "self-taught" entrepreneurs (BNP Paribas, 2015). Unlike previous generations, Gen Z place priority on international study opportunities rather than career advancements (Kuran, 2020, p. 103). They do not look for jobs in their own countries only, but all around the world because of their abilities to move and speak foreign languages (Dolot, 2018). This phenomenon can put English Language teaching into a more exclusive place in national curriculum.

Kuran (2020) asked Gen Z what career choices they are interested in. Low-income group answered as *ganyan* dealer owner, tattooist, mafia, driver, housewife, repairman, tradesman, hairdresser, auto dealer, dancer, imam, bag bender, officer, mannequin, horse breeder. Middle-high income group listed their career choices as engineer, doctor and architect, judge, pharmacist, pilot, dentist, psychologist, teacher, biologist (p. 54).

Having looked at what business world thinks about Gen Z, below is what Gen Z expect from business world.

Table 2.2. What Gen Z expect from business world

A fun and agile environment encouraging employees to take risks	Çora, 2019, pp. 32-33; BNP Paribas, 2015
Screens on the walls with reduced paperwork	Çora, 2019, pp. 32-33
A more flexible workplace in terms of hours, pace, place of work and codes	Çora, 2019, pp. 32-33; Kuran, 2020, p.100; Arar & Öneren, 2018; BNP Paribas, 2015
Appreciation for quality over quantity	BNP Paribas, 2015; Arar & Öneren, 2018
Diversity	Çora, 2019, pp. 32-33
Organic organization rather than hierarchical structure	Arar & Öneren, 2018; BNP Paribas,2015
Both vertical and horizontal career advancement opportunities	Arar & Öneren, 2018
Non-monotonous, innovative and technology integrated tasks	Çora, 2019, pp. 32-33; Arar & Öneren, 2018
More democratic: a less discriminating, just company	BNP Paribas, 2015
Both moral and material fulfilment	Arar & Öneren, 2018
Business that bridges studies with the business or world and trusts young people more	BNP Paribas, 2015
Individual offices as they need to work individually at times	Arar & Öneren, 2018

2.1.6. Gen Z attitude to money

Money is important in today's world both for Gen Z and their parents since very few of them have stepped into business world and started earning their own money. Being financially dependent on their families prevents Gen Z to satisfy their experiences and adventures (Szromek et al., 2019, p. 7151). Varkey Foundation (2017) found out that parents are biggest influencers of values of Gen Z, to a degree of 89%. In one national study, Gen Z stated that parents are the ones discussing financial topics with them. While 56% of them discussed saving money with their parents in the last six months, 53 % talked over about earning money (The Center for Generational Kinetics, 2017).

According to Varkey foundation (2017), 51% of Gen Z expressed that money was one of their three main sources of anxiety. Many studies conducted with Gen Z resonate their worries about cost of education. More than 80% say that they are worried about the cost of higher education, and 17% rank it as their number one social concern (Seemiller & Grace, 2016, p. 80). They are accumulating an enormous debt under the name of student loans which distresses them a great deal as 64 % of them are not hopeful to get an adequate job to pay it

off. They are very much afraid that they will have to share the burden with their families (Martin, 2014). Even if they find an adequate job, Gen Z are always worried about uncertain employment due to downsizing or mergers or any economic problems related to their workplaces (Seemiller & Grace, 2016, p. 82).

Hawkins (2015) also states that two-thirds of Gen Z were "concerned" about being able to afford college. To pay for their college studies, 24% of Gen Z say they will use their savings which may relieve their parents. 38% of Gen Z plan to work while attending colleges but this number may change as they enter college and begin to understand the financial hardships of working while attending school (The Center for Generational Kinetics, 2017).

The situation is no different in Turkey. Due to financial constraints, 1 million 115 thousand students had to leave school in the last five years. During the 2013-2014 academic year, 135 thousand students dropped out of university according to official records. This number rose to 161 thousand the following year, 197 thousand the next year, and 212 thousand in the 2016-2017 academic year. During the economic problems of 2017-2018, 408 thousand university dropouts were added to previous year with an extraordinary increase of 92.2 percent compared to a year before (Süzer, 2019).

Why do these students leave school? Having to work and studying at the same time takes its toll. More than half of working students who left school before earning their degrees state their number one reason as having to make money and attend school at the same time. Only 20 percent of those at two-year-institutions graduate while this number is 4 in 10 students in four-year institutions (Bill & Melinda Gates Foundation, 2009).

It is true that Gen Z are very much concerned about monetary issues but still, they are not motivated to earn more. Only 28% say they could stay in a company for financial gains while the rest seems to be motivated by relationships and opportunity to work for something they care about. The knowledge of what motivates them may help people working with Gen Z (Seemiller & Grace 2016, p. 32). However, another study indicates that compared to Gen Y, Gen Z (77%) have an ability to make money starting from very young ages through freelance or part-time jobs (The Center for Generational Kinetics, 2017). This finding is backed up by one more study which found out that while man rank skills, career and pay as

their first priority, women rank making money as their second priority followed after developing skills (ManpowerGroup, 2019).

Lastly, Gen Z may appear as wasteful, but they actually prefer saving money to spending. They closely monitor sales and do research before they buy any product (Çora, 2019, p. 28). Their shopping habits are surprising, too. Despite their reliance on digital world, more than 98% of Gen Z choose to shop in bricks-and mortar stores (IBM, 2017).

2.1.7. Gen Z skills

65% of the professions that generation Z will have will be professions that are not yet in the world (Turkishtime, 2017). And for such a generation, it is nearly impossible to design an education content. However, an education which aims to cultivate abilities and skills will be of much use for Gen Z to adapt themselves to whatever professions they will have in the future (Çora, 2019, pp. 36). Since skills of the past can be of little use, the fundamental criteria in recruitment at present and in the future should be cognitive flexibility, which is said to be one of the most important competencies in order to be competitive in the new world. It is the ability of the individual to adjust to certain circumstances, the ability to turn from one thought to another, or the ability to address different problems (Kuran, 2020, p. 99). Many studies are carried out in the investigation of skills that would be most needed at present and in the future. Namely some of them are: Complex problem-solving skills, ability to work in a team, communication skills, leadership, strong work ethic, organization, punctuality, critical thinking, social skills, creativity, adaptability, friendly personality, decision-making, planning, prioritizing, cognitive flexibility, cooperation, analytical thinking and innovation, active learning and possessing learning strategies, originality, initiative, leadership, social influence, monitoring, control, technology design, programming, resilience, stress tolerance, flexibility, reasoning and ideation (Adams, 2015; Adobeeducate, 2016; Berger, 2016; Gray & Koncz, 2017; Kuran, 2020, p. 104; Whiting, 2020; World Economic Forum, 2020).

Above mentioned skills are what businesses expect from Gen Z. When Gen Z students are asked what skills they think would be most needed for a successful career, their answers were communication (57%) and problem-solving (49%) (The Center for Generational Kinetics, 2017).

However, present education systems have remained too slow to adapt themselves to competencies required by our age and this has created such a talent shortage (Kuran, 2020, p. 89) that 54% of business worldwide report this talent shortage in having difficulty in attracting qualified employees (ManpowerGroup, 2019).

2.1.8. Gen Z making a difference

With the letter Z at the end of the alphabet, Gen Z may be hoping to put an end to some of the problems society is confronting today (Seemiller & Grace, 2018, p. 386). Although they have inherited a world full of violence, injustice and starvation, they do not want to reflect back on and continue the same way as their predecessors (Seemiller & Grace, 2018, p. 62). They desire success but not through heartless or mean ways, they are full of youthful idealism, conscious of health and determined to make a difference (The Irish Times, 2019).

According to the study by Seemiller and Grace (2016), Gen Z motivators may be different than those of previous generations. They are motivated by not disappointing others, taking action for something they believe in, making a difference for someone else, having the capacity for change, receiving credit for something and combining their passions with what they care. In the study, it was also found out that on leaving a legacy, learning something, and competing with others, Gen Z males are more driven than females. Generation Z females are more inspired by making a difference on relational projects. Over 25% of Generation Z students are not motivated by public attention, approval by others, rivalry with others, or the idea that a favour would be returned by another. Although Generation Z are highly concerned with others and problems, the desire to be accepted by others does not motivate them. Teens and young adults are commonly thought to be highly motivated to fit in and find acceptance among their peers, but the motives of Generation Z put everyone on a different path (pp. 31-73).

More than two thirds of young people worldwide think that it is necessary to make a larger contribution to society beyond themselves and their families (Varkey Foundation, 2017). They consider themselves caring, kind and fair and it makes sense that they want equal opportunities for everybody in the world. Making a difference is their greatest motivator to get up in the morning as well as an essential constituent of an ideal career and good life (Seemiller & Grace, 2018, p. 355). That may be the reason why we see very young

people hitting the headlines changing the world for the better. A 15-year-old Ann Makosinski develops a Flashlight Powered by The Human Hand (Zurich International School, 2020). A 17-year-old Cynthia Sin Nga Lam builds a water purifier and a power generator (Peters, 2014). A 19-year-old Boyan Slat creates an oceanic plastic waste collector (Singh, 2013). A 12-year-old Shubham Banerjee develops an inexpensive, working Braille printer (Chow, 2014).

Gen Z mostly worry about racism (56%), sexism (56%) and poverty (61%) (Seemiller & Grace, 2016, p. 46). They mostly advocate for education (15%) and youth development (12 %) for immigration (2%) and health care (3%). But that number drops to 6 percent for participants in the sample when it comes to actively volunteering and planning to volunteer (Seemiller & Grace, 2016, p. 104).

When we look at what is happening in our home country regarding volunteerism, Turkey emerges second to last with a percentage of 5 on youth volunteering (The Global Youth Wellbeing Index, 2017). Another report puts Turkey at 177 among 183 countries in civic participation (The Commonwealth, 2016).

In Kuran's study (2020) with Gen Z in low income and middle-high income groups, injustice and inequality uttered as the first answer to the question of what it would be if you could change one thing in the world. When asked how they would react to injustice, low-income group said they would resort to physical means such as fighting whereas, middle-high income group would seek support from someone to subdue their anger (p. 49).

2.3. Learning Environment

This part of the study focuses on Gen Z as students, their learning preferences, integration of technology into lessons, disadvantages of digital platforms, physical settings of the learning environment and classroom management.

2.3.1. Gen Z students

Gen Z first started college in the year 2013 and graduated in 2017. Until 2032, we will have them in higher education. Northern & Petrilli (2017) state that most high school Gen Z students (83-95%) claim they have intrinsic motivation to learn. Their methods include thinking thoroughly, listening attentively and completing their assignments which is called "cognitive engagement" in literature. To that end, the authors advise educators to try to cultivate intrinsic motivation to increase student motivation. Gen Z students want to be successful both academically and professionally. With that purpose in mind, they study and work out the answers independently and try to make sense of the information by checking out various types of resources. However, when it comes to active participation in class, they may lack the necessary courage to raise their hands since reputation is of utmost importance to them. Instead of being labelled as a slow learner, they prefer to remain silent. They do not want to share their thoughts unless they are totally sure of their answers (Seemiller & Grace, 2018, p. 274).

When their reading skills are explored, there are mixed results from researchers. Rea (2020), for example, summarizes her findings based on Library Generational Reading Survey 2019 as 50.8% of Gen Z are always on the lookout for good books while 49.4% like talking about books. 44.6% have a list of good books to read whereas 36.3% consider themselves ardent readers. 28.1% say they read books mostly for school and 25.2 % admit they have no time for pleasure reading. Another research supports Rea's findings and despite growing up with screens, Gen Z still read paper books as well as e-books. A lot of the book reading should be educational since they are mostly at school. However, 34% of them state that they read for pleasure, although this may include audiobooks or short texts as they have a decreased attention span (YPulse, 2020). Nevertheless, there is another research into Gen Zers' reading habit which ranks reading at lower levels on their skill list. This may be due to Gen Zers' different priorities of skills, or they just simply think that Siri will come to help (The Center for Generational Kinetics, 2017).

In Kuran's study (2020) with low-income and middle-high income Gen Zers, only 5% of low-income Gen Z say that they read for pleasure while middle-high income group increases that percentage to only 10 %. Low-income group lists their recent read book as little Prince and 4N1K (Antoine de Saint-Exupery and Büşra Yılmaz) whereas middle-high

income group's list is Sabahattin Ali's Madonna with Fur Coat, Stefan Zweig's Chess, Yuval Noah Harari's Sapiens, George Orwell' 1984 and Adam Fawer's Improbable (p. 47).

As for music, Gen Z are also profoundly concerned with music not just their own cultures but with others owing to becoming a global village. 80% said they could get to know other cultures through music while 69% believe that they could establish a sense of community through music (Hissong, 2020). Kuran's study (2020) presents a similar finding in that both low-income and middle high-income Gen Z consider music an indispensable element in their lives in spite of a preference for different types (p. 46).

Although Gen Z are still engaged in traditional leisure time activities such as playing sports, joining organizations, reading or watching films, there is yet another pastime activity at their fingertips: binge-watching, streaming music or video games (Seemiller & Grace, 2018, p. 124). Gaming is much more than playing online games for Gen Z. It is an opportunity to create their own worlds and unleash their imagination and creativity. Especially during the pandemic, it has evolved into a platform to connect with friends. There are even interactive games available to advance in medical knowledge for medical students (Hackl, 2020). In their study, SeeMiller and Grace (2016) found out that Generation Z prefer more of a sedentary life than a life abundant in physical activity. However, being sedentary should not be mixed for being isolated, it is just the opposite since staying interactive is their absolute must. The authors then give several reasons for this sedentary life, from limited physical education classes to lack of patience for slow team games such as baseball (p. 31). In Turkey, what we learn from Kuran's study (2020) in both low-income and middle-high-income groups is that love of football is very remarkable in the latter. Middle-high income group are also interested in surfing, badminton, horse riding, yoga, rowing, diving, fencing, and ice hockey. Still, in both segments a significant proportion are not interested in any kind of sports which can support Seemiller and Grace's findings. The reasons for the lack of interest in sports for both groups may differ from no sports opportunities for low-income group to no time left for sports in middle-high income groups due to continuous rush from one tutor to another for exams (p. 48).

2.3.2. Gen Z learning preferences

One-size fits all education has long gone. Gen Z demand options not only for schools but for teachers, courses, methods, strategies and programs. Nothern and Petrelli (2017) recommend customization not only in different deliveries of the same materials but also for multiple versions of diverse materials. In most developed countries, Gen Z are already a part of inclusive classrooms and differentiated instruction where classroom diversity is appreciated through collaborative team tasks (Sparks & Honey, 2014).

Gen Z do not want to stay as observers of their own education. They want the reins in their hands (Seemiller & Grace, 2016, p. 128). Similarly, Kuran (2020) reports that Gen Z want to design their own courses. This assertion is supported by Northeastern University (2014) as well who found out that nearly three out of four students or 72% of the students ask colleges to let them design their own courses or major. In his study, Martin (2014) also suggests that as highly self-directed Gen Z have a strong desire to own their own businesses and study entrepreneurship, they want to design their own courses that they take in college. This inclination transcends into Gen Zers' work life as well. Traditional way of getting a job from an employer is not among their future plans. Instead, they want to design their own working conditions which rhyme with their interests (Seemiller & Grace, 2016, p. 83).

The study by Varkey Foundation (2017) indicates that nearly half of young people (46%) deem schools a source of pressure. Nevertheless, they (80%) still believe that education is hope and no one should be deprived of it. Gen Z are very realistic and sensible, and they perceive college education as the first step to a high salary job. In a study done with 1,548 qualified Gen Z respondents across all 50 states and the District of Columbia, it was seen students (77%) value college education highly both for personal and societal gains (Hawkins, 2015; Ologie, 2016).

Gen Zers' learning needs are different than those of older generations:

- They prefer visuals and information in graphics. They are kinaesthetic, experiential, and hands-on learners who wish to learn by doing instead of being dictated or reading. They need "multi-modal", "e-learning", "interactive" and "student-centred" trainings.

- They value speed and instant gratification.

- They are engaged in interactive multimedia games.

- They need feedback, grading, clear goals, awards, challenges and positive support.

- Research findings suggest that although their brains have evolved to handle more data at higher speeds and are more cognitively swift to cope with greater mental challenges, they have short attention-span which makes it difficult to teach this generation.

- They are good at multi-tasking but easily bored. Learning content should be given in smaller chunks. Communication is through symbols, emojis or emoticons within a 140-character limit.

- They like games. Instead of being told the solutions, they like trying and failing many times. They consider these failures as learning opportunities to solve better.

- They are comfortable expressing their opinions independently or in small groups.

- They have no patience to go after long answers, they prefer instant solutions.

- Although the information in books may be more reliable, they have no desire to do their research in traditional libraries since their priority is speed, convenience, and ease of use. They lack the necessary skills to evaluate the information they get.

- They consider cheating and hacking natural.

- They like working in teams and small groups. Creativity and collaboration are their second nature. Computers and technology lessons are their favourite ones since not only these courses prepare them for their future careers but also help them foster their creativity.

- They need flexibility which creates options to what, when, where and how to learn a content. This makes them more independent and reflective of their own learning.

- Their preferences in education are "hands-on learning", "real-world experience" "professional opportunity" "small class sizes" and "personal connections".

- What they don't like are: "academic rigor" "tight-knit community" "premier institution" "low student-faculty ratio" and "global perspective".

- Teachers wish to have more opportunities for hands-on activities and a focus on creativity in the teaching and learning process. And curriculum needs to catch up with the fast-evolving nature of education.

- Most teachers agree with digital tools and technology to be used in teaching learning experience; however, they have their worries over too much dependence

on technology holding back the students from thinking "outside the box." (Adobeeducate, 2016; Çora, 2019, p. 25; Kuran, 2020, p. 36; Mccrindle, n.d.; Seemiller & Grace, 2016, p. 125; Ologie, 2016; Rothman, 2016; Sparks & Honey, 2014).

According to their study, Seemiller and Grace (2016) uncovered certain traits of Gen Z in education. Although they agree with most of the above-mentioned qualities of Gen Z, Seemiller and Grace found out that they are not that creative since they are not exposed to learning aiming creativity (pp. 124-125). In her book, Kuran (2020) agrees with Seemiller and Grace and asserts that the education provided at school do not meet the necessities of real life. It may be too late to teach certain skills like creativity, critical thinking and collaboration (pp. 90-94). In a study conducted by Halisdemir (2016), school administrators worry that the education system in Turkey fails to meet the needs and expectations of Gen Z which could lead to the danger of a lost generation (p. 103).

Gen Z students highly value not only what they learn but also in which context they learn. Social learning, micro-learning, terrestrial learning and mixed reality can be of use while educating Gen Z (Kuran, 2020, p. 108; Northeastern University, 2014). As the name implies, King explains micro-learning as very short 2-5 minutes learning contents. It may be limited due to time constraint, but it certainly has its benefits. Grasping the content is more appealing, flexible, easier which increases the chance of information retention. For teachers, it is easier and quicker to create micro-learning experiences since the content is more lightweight. In short, micro-learning is interesting and has easy access via technology and ensures knowledge retention (King, 2020). Jomah, et al. (2016) and Rothman (2016) agree with King and they state that micro-learning has started to modernize the education system with small inputs but great outcomes.

Collaborative learning is another suggestion from researchers for Gen Z. What Gen Z need is collaborative learning in heterogeneous groups which would make them step out of their comfort zone and prepare them for real life. In collaborative learning, tasks are student-centred and as Gen are highly self-directed, this can foster their self-responsibility, awareness, respect and appreciation of different viewpoints (Kuran, 2020, p. 96).

Gen Z also demand logic-based and experiential learning which help them to reach at solutions through trial and error as a simulation for real world (Seemiller & Grace, 2016, p. 123). Our brains are hard-wired to remember emotions and experiential learning creates the opportunity to include emotions into tasks. Without them, retention would fail, and long-term behaviour change cannot be expected (Kuran, 2020, p. 109).

Where do teachers stand in a learning environment? When asked, many people cannot remember the contents of the courses they have taken back at high school, even the name of the courses, but they would easily talk about teachers who have made a difference in their lives. That is the reason why so many Gen Z students mention that their engagement and "connectedness" in school can mostly be achieved through teachers (Northern & Petrilli, 2017; Seemiller & Grace, 2016, p. 112).

For the requirements of such a learning environment, what should teachers do to adapt themselves? As Seemiller and Grace (2016) suggest education no longer means the transfer of knowledge from teacher to students but rather teachers are there to help students what to make of this vast information available to them (p. 137).

At higher education in Turkey, 10% of teachers are Baby Boomers whose era required a didactic way of teaching with the teacher as the wise person on the stage. 40% of teachers are X generation who were taught to adopt a result-oriented, reward-punishment motivated, curriculum centred model of teaching. The rest of the teachers in Turkey are Y generation who are more skilled at student-centred learning models and aware of peer influence and inspiration. However, there is now a totally different generation in the classroom which necessitates a focus on context. Students are no longer the consumers of content but rather they are the generators of it who contribute to its production. So, what's left to educators is to design such a context, learning environment that it could be accessed whenever and wherever the students are and tailored according to personalized needs of students. Learning is no longer an outcome but an experimental process. The educator is no longer the wise person on the stage but rather the guide and facilitator of the learning process (Kuran, 2020, pp. 90-94).

Gen Z prefer to have "knowledgeable", "passionate", "empowering", "inclusive" and "engaging" instructors. They should be facilitators with having a priority on hands-on

activities instead of lecturing (Schwieger & Ladwig, 2018; Seemiller & Grace, 2016, p. 128). Not only connection with teachers but Gen Z also value connection and support from their peers (Northern & Petrilli, 2017; Seemiller & Grace, 2016, p. 127).

Several other researchers yet give other characteristics of Gen Z teachers as being the conversationist. During the question-and-answer sessions, students not only learn how to ask questions but also learn what these answers mean. Interactivity of conversations removes the pressure of memorizing facts. Conservations build a story which makes it easy for students to remember the content more easily. In the absence of these narratives, students are left alone with answers on their laps but have no idea what to make of these answers. Teachers should encourage and optimize this hard-wired ability to independently think and reason on the part of students. With technology inevitable in educational settings, teachers should guide students to effectively multitask by focusing their attention. Since teamwork and group work projects are undertaken both in their academic and working lives, teachers should be mindful of creating a learning environment in which how best Gen Z work team-oriented and collaboratively. As they have grown used to instant feedback and individualized success due to the nature of online games they excel at, rewarding them for their success will definitely motivate them for the next levels (Adobeeducate, 2016; Northern & Petrilli, 2017; Schwieger & Ladwig, 2018; Seemiller & Grace, 2016, pp. 73-126; Turkle, 2016, p. 13).

As for Gen Z role models, in the study conducted by Halisdemir (2016), it was seen that educational administrators are no longer taken as role models by most of the students. Few students who take educators role models give their reasons as being good leaders and good listeners who value their opinions. On the negative side, managers who exhibit contradictory and inconsistent behaviour, who act unfairly, or those who take an exaggerated interest or not at all are not looked up to by most of the students. The researcher concludes by stating that the reason for the shift of role models may be due to the increase impact of virtual world (p. 102-105).

Kuran's study (2020) arrived at the same conclusion: both groups either the middle-high income 25(%) or low-income group 40(%) stated that a family member usually mother or father is the role model. What is interesting though is, scientists, writers, academics and businesspeople in both neighbourhoods have a very low impact on Gen Z (pp. 53-54).

2.3.3. Integration of technology into lessons

Gen Z have the advantage of technological amenities that are offered to them when older generations lacked such luxury. Students come to lessons with their laptops, smart phones, tablets which are connected to outside world digitally. This may be distracting for many instructors, but these gadgets exhibit such vast information that is impossible for any instructor to present to teach in a lifetime (Seemiller & Grace, 2016, p. 38).

According to Varkey Foundation (2017), young people, overall, have confidence in technology and technological developments make them excited about their future. Generation Z are not only an open-minded generation to latest and original technological advancements, but also engaged in discovery of new areas (Szromek et al., 2019, p. 7151). However, what Crockett (2016) found shows that Gen Z are less concerned with technology compared to Gen Y and Gen X based on Koski Research who surveyed a cloud communications firm of 1,000 American employees using a computer or phone for work. Gen Z are more interested in productivity rather than efficiency. Bresman and Rao (2017) came up with similar results. When they asked Gen Z which technologies would revolutionize work in the next decade, they found out that they are very enthusiastic about virtual reality. However, there were some mixed reactions to benefits of technology. In Germany, Japan, and Mexico, Gen Z students saw technology as useful, while those in China, the United States, and Canada were more likely to see technology as an obstacle to their work. And when they were asked about their preference of delivery for courses, 69% of Gen Z chose face to face programs, whereas only 13% chose an online one.

Nevertheless, these days higher education educators are dealing with relatively different student generation who "appear to be savvy technology multitaskers" (Schwieger & Ladwig, 2018). Having taught many generations, some teachers may find it difficult to adapt themselves and their teaching methods to Gen Z. They may still want to continue their lessons with a black or white board following one textbook devoid of variations or surprises in the classroom. However, those days of endless library trips are long gone. Instructors who are older than Gen Z may find it challenging to design technology laden learning experiences. Gen Z seem to be adept at technology, so should the instructors. (Seemiller & Grace, 2016, p. 128). And technology will be the facilitator of a future we cannot yet imagine (Adobeeducate, 2016).

It becomes essential for teachers to create student-centred, interest and preference-oriented curricula so as to involve students actively in the lessons. All in all, technology should be interwoven in such a manner that it becomes a great assistant in educating Gen Z (Network, 2019). Since students' preference mostly lies within visual knowledge, they do not like auditory learning (lecture and discussion). They enjoy collaborative projects, interactive games, advance organizers, challenges (Rothman, 2016). Surprisingly, Gen Z learners acknowledge technology as ordinary, which is a regular part of life. And this acceptance can be utilized by educators to meet the ever-changing needs of students (Network, 2019). Internet can be utilized to reach vast amount of information which can be tailored according to students' way of learning because Gen Z are so ready to consume any type of technology-based lessons if it will make them appear more "web savvier" (Rosenfeld & Loertscher, 2007, p. 235) and they really take pleasure in technology-based lessons (Northern & Petrilli, 2017).

In their study, Seemiller and Grace (2016) discovered that among Gen Z, YouTube videos are the most popular form of getting hold of new information or practising it. These videos allow students to actually witness what is being studied. And if students favour taking knowledge via videos, this could open up many different horizons for curriculum and educators (pp. 65-66). The same notion is also shared by Berk (2009) who recommends video-clips for any type of courses with any type of students especially for warm-ups, complex topics, slow students or visual-spatial learners.

Yet, this is a huge revolution that should be undertaken not only by teachers themselves but institutions or any stakeholders. During the transition between traditional models of teaching to tech-imbedded lessons, there is an urgent need to provide assistance to teachers (Rothman, 2016). Structured auditory method should leave its place to visual hands-on method.

In order to develop problem-solving skills and peer learning, digital platforms should be provided. However, those digital platforms cannot be realized by teachers alone. Yet, teachers still can make use of the current technology to enable students to take charge of their own education and build up social skills, which will help Gen Z students get the most out of both technology and school (Network, 2019).

Zorn (2017) talks about a few technology integrated ideas to serve Gen Z in an effort to meet the educational needs of incoming Gen Z graduate students: Cohort approach, blended or hybrid learning. Chicioreanu & Amza (2018) refer to Massive Open Online Courses (MOOC platforms) for teaching resources during the teaching-learning activity. Zorn (2017) also states that Gen Z graduate students prefer diversity since they are more comfortable in a more diverse environment. In their study Chicioreanu & Amza (2018) conclude that Gen Z students demand more from their teachers, looking for interactive classes taught in an attractive way using the technology they are familiar with. The researchers also suggest that wiki spaces (collaborative environments) or in teams - Team-based learning (TBL) could be effective platforms given that the Gen Y and Gen Z can work well in joint ventures.

2.3.4. Disadvantages of digital platforms

It is nearly impossible to stay away from technology and education is no exemption. However, technology is a double-edged sword which can easily turn into an addiction. And Gen Z are experiencing both the advantages and the disadvantages of technology. With the web revolution of the 1990s, they were exposed to an unprecedented amount of technology as children, with the use of mobile devices expanding exponentially over time. And with Gen Z in education, there is an emphasis on technology incorporated lessons. However, technology does not guarantee this generation's learning (Seemiller & Grace, 2016, p. 122).

While some college professors advocate for digital technology to assist with instruction, some others consider them totally distractive. And yet, there are some others who feel that they could be of use in classroom environments depending on the type of course, the physical environment and the student profile (Gose, 2017). Research also brings out some disadvantages of high-tech classrooms like being easily distracted by mobile phones or tablets during studies (Seemiller & Grace, 2016, p. 56).

In Halisdemir's study (2016), educators criticize the overuse of technology as it causes students to become anti-socialized, lonely, separated from the discipline existing in real life along with overdependence on social media. Even if educators want to incorporate technology into their lessons, they may lack the necessary infrastructure. Allowing students to overuse their mobile phones creates another problem. They get hold of all the information

they need from the internet before they come to school. Nevertheless, educators feel that they need to incorporate technology into education in a more effective way (p. 113).

It is supported by research that the attention span of Gen Z is much shorter compared to previous generations (Rothman, 2016). Because of constant technology use, they find it difficult to concentrate for longer periods. Thus, instructors' role becomes more vital than ever since they need to incorporate technology into their lessons by scraping off its harmful effects (Network, 2019). When students are asked to remove their smart phones or tablets during their studies, they suffer from FOMO (fear of missing out) (Sparks & Honey, 2014) or their anxiety level heightens (Gose, 2017).

Turkle (2016) gives a real-life example of how digital devices can cause distractions in school studies. At Holbroke, students are given iPad so that they can follow lessons digitally. However, teachers complain that it has made things worse because the school is asking students to work on digital devices which is already a distraction for them in the first place. Students admit to diverting other platforms online while they are doing their school studies. Once they are on their iPad for their studies, they are pulled into texting, games, shopping or social media. Very naively, these students want their printed books back (p. 66).

While technology opens up a whole world of opportunity for Gen Z, it also creates a lack of self-reliance and technical dependency, and teachers worry about Gen Zers' interpersonal, social, independent and logical thinking skills not being competently developing (Adobeeducate, 2016). 83 percent of Advanced Placement (AP) and National Writing Project (NWP) teachers deem the vast amount of information online today is devastatingly enormous to most students. 75% percent of these same teachers acknowledge the positive impacts of digital tools on students' research habits while 87% maintain that they have short attention spans due to online distractors around. Therefore, 64% say that today's technology is doing more harm than help them in their studies. Finally, 76% of teachers in the survey argue that internet search engines have led students to expect knowledge to be found quickly and easily (Purcell et al., 2012). This may lead Gen Z to underestimate the value of knowledge.

Rosenfeld and Loerscher (2007) defend that Gen Zers' total reliance on Google search has made them incapable of using other search strategies. If they cannot find the information

using the search engine, they assume that the information is neither significant nor historically relevant (p. 237). Besides, these search engines do not always yield academically sound results (Seemiller & Grace, 2016, p. 56). Moreover, instructors in Advanced Placement (AP) and National Writing Project (NWP) point out that these interactive resources will prevent learners from being taught how to conduct online studies more efficiently (Purcell et al., 2012). In terms of efficiency, this generation falling a bit behind, tend to remain a follower and are stuck in a huge pool of data and in need of information (Çora, 2019, p. 107).

Apparently, Information literacy, also referred to as *"Information Competency"* or *"Information Fluency"* is one of the crucial skills that Gen Z lack. From the ALA Presidential Committee on Information Literacy Final Report released on January 10, 1989: An information literate person must be able to identify when information is needed and has the ability to find, assess and use the necessary information. Education of students towards information literacy not only requires incorporation of the necessary skills but also acting as role models to those who lack the ability. When people become information literate, they have mastered how to find information and what to make of it and even one step further, how to use that information, so society gains as well. These people are also lifelong learners because searching for information never ends (American Library Association, 1989).

In their book, Rosenfeld and Loertscher (2007) give some tips on how to help students become information literate. With that aim in mind, they suggest that librarians and teachers should collaborate to begin integrating the internet into the curriculum (pp. 238-239).

Educators and parents are also worried that digital environments can provide a refuge for interactions that are inappropriate and potentially harmful (Seemiller & Grace, 2018, p. 90-105). One most detrimental of them is cyberbullying. Patchin (2020) carried out a study on cyberbullying to demonstrate the dark side of technology of which 5,700 middle and high school students between the ages of 12 and 17 in the United States are the representatives. Patchin describes cyberbullying as "when someone repeatedly and intentionally harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices". The findings show that 34% of students have experienced cyberbullying in their lives. Types of cyberbullying ranges from mean or hurtful comments (22.5%) to rumours spread (20.1%) online.

There is one more disadvantage, which mostly affects instructors. Since Generation Z have known a world where they can reach services 24/7, instructors may receive a text message in the middle of the night asking about an assignment which is due a few hours later into the morning (Seemiller & Grace, 2016, p. 39).

2.3.5. Physical settings of the learning environment

For physical settings of the classrooms and campuses Seemiller and Grace (2018) give a detailed illustration of what they should look like based on their findings of Gen Z students. For classrooms, the physical space should be very different from that of traditional settings since Gen Z education necessitates group work discussions, experiential learning and the instructor should be the facilitator rather than the talking head before students. Furniture should be moveable in order to let students and instructors move freely in the classroom and there should be screens on walls. It is true that vast amount of information is available on the internet but there is still a need of libraries in the campuses. Most probably, it will not be for students rummaging through catalogues but rather offering an ideal place for students to further their studies through modernized facilities. Online resources, quiet places to study with moveable chairs to work independently and as a group came out as a finding of the survey with Gen Z (p. 263). For their independent studies, Gen Z ask for a designated zone free from distractions equipped with online tools to access information. Well-lit zones with adequate space between tables and music in the background emerge as Gen Zers' preference for a learning environment (Seemiller & Grace, 2016, p. 127-128). Institutions therefore take Gen Z wishes as their priorities and renovate their buildings to meet the standards of today's technology in order to design innovative learning environments.

2.3.6. Classroom management

Whichever generation is in the classroom, we cannot talk about a healthy teaching and learning environment unless there is an effective classroom management. Surely, Gen Z have brought their uniqueness into classroom settings in which teachers have had to adapt their teaching methods and techniques accordingly.

Often classroom management is seen as disciplinary acts which help teachers to control the class. However, each and every day and with new generations and their

tendencies, educators have to adopt different styles of classroom management. Evertson and Weinstein (2013) define classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (pp. 1–3). They continue to state that teachers and especially beginner teachers consider student discipline as the most critical issue to be dealt with unless teacher burnout or job dissatisfaction is desired; and the public also positions discipline problem as the gravest one that schools cope with.

However, most educators would not agree with the term discipline carrying the same weight as it had 100 years ago. In their article on classroom management Wong et al. (2012) want to make a distinction between disciplining and managing a classroom. If classroom management is used a synonym for discipline, then all the shift will be on discipline rather than learning. Bosses manage a firm; they do not discipline the employees working there. Likewise, they conclude, a teacher should be managing the class not disciplining them. Halisdemir (2016) indicates that educators are also aware of the fact that times have changed and there is a huge difference even between Generation X and Y. They emphasize that fear and strict discipline rules were efficient while educating Gen X and Gen Y, but for today's youth, it means nothing, and educators must resort to other disciplinary methods. In the same study, educators also voice their concerns over discipline. They believe that virtual world gives such freedom to students that it becomes very difficult to make them obey rules at school. However, these educators also think that their students' happiness is of utmost importance and that the way to make them follow the rules is not through coercion and intimidation, but through love and respect in a democratic environment (pp. 101-103).

So, how do Gen Z see authority? Compared to Gen Y, Gen Z are less resistant to authority and perform well when they are occupied in their intense work (Tulgan, 2013). They (52%) value honesty most when defining a good leader (Workplace Intelligence, 2014). They define a good educator as the one who loves, cares, values, respects the student, treats everyone fairly, asks his opinion, communicates effectively with a certain distance to students, provides logical and reasonable explanations, has good personality and managerial qualifications, and creates a democratic environment at school. S/he does not resort to oppressive means to discipline students, utilize punishment as soon as a misbehaviour is encountered, single out a student for discrimination or favouritism, or insult or dictate them (Halisdemir, 2016, pp. 106-107).

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A democratic environment also resonates in Kuran's studies (2020). If children are involved in the decision-making processes, they own these rules and their sense of trust and belonging cultivate (p. 78). What they ask for is a platform in which anyone can voice their ideas in determining school rules. Rather than keeping a record of absenteeism, they ask for more attractive methods to lure them to school (Halisdemir, 2016, pp. 106-107). Seemiller & Grace (2016) have similar opinions. Gen Z do not resist discipline. Rather, they will flourish in a formal and hierarchical environment that has the fluidity and versatility for active involvement and interaction at all levels. Anyone can exchange ideas in such an atmosphere, and the aim is consensus decision-making. However, in significant matters, they want the leader has the final say (p. 116). They expect their individual differences to be seriously considered and appreciated and act accordingly as it is impossible for them to be the same and follow the same rules (Çora, 2019, p. 38; Halisdemir, 2016, pp. 106-107).

CHAPTER III

METHODS

3.1. Presentation

This chapter explains research methods in terms of qualitative research, case studies, research context and participants. A comprehensive description of the data gathering, and analysis techniques is provided. Measures that were used to assure the study's reliability and validity were also presented together with the role of the researcher, ethical considerations and limitations to the study.

3.2. Qualitative Inquiry

Qualitative inquiry draws on Constructivist worldview. As Elkind indicated Constructivism is the outcome of human intelligence interacting with real world (2005). Rather than confirming or refuting a theory, the researcher having a constructivist worldview tries to construct a theory based on participants' experiences in their own natural setting. As argued by Kleining & Witt (2001), "methodologies of qualitative research in psychology and the social sciences should be directed toward discoveries rather than reflexive interpretations" (p. 1).

As it is evident from the preceding justification, social sciences are no longer satisfied with what people think but also why and how people think that way. When the researcher wants a detailed understanding of the issue in real world and statistical analysis would not yield conclusive results, qualitative research methods are utilized to gain an insight into the phenomenon. A generic definition for qualitative research can be found in Denzin and Lincoln (2017):

> Qualitative research involves the studied use and collection of a variety of empirical materials—case study, personal experience, introspection, life story, interview, artifacts, and cultural texts and productions, along with observational, historical, interactional, and visual texts—that describe routine and problematic moments and meanings in individuals' lives. Accordingly, qualitative researchers deploy a wide range of interconnected interpretive practices, hoping always to get a better

understanding of the subject matter at hand. It is understood, however, that each practice makes the world visible in a different way. Hence, there is frequently a commitment to using more than one interpretive practice in any study (p. 45).

In parallel with Denzin and Lincoln, Creswell (2007) explores into the steps of qualitative inquiry:

Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, and a complex description and interpretation of the problem, and it extends the literature or signals a call for action (p. 37).

Although there are still no clear boundaries to qualitative studies, some common features of qualitative research are as follows:

- Qualitative research is motivated by a desire to describe *social behaviour and thinking through existing or emerging concepts* (Yin, 2015).
- A researcher studies the phenomenon in people's real lives with *minimal intrusion by artificial research procedures* (Yin, 2015) in their natural setting instead of a lab environment (Creswell & Creswell, 2018).
- Qualitative design is based on reflection at all levels of the study. Due to this quality, the researcher may inform the audience about his role, experience, biases and culture in relation with the study (Creswell & Creswell, 2018).
- It is true that the researcher brings in his or her worldview to the study, yet what participants bring to the study should be given priority (Creswell & Creswell, 2018; Yin, 2015). Their perspectives should be analysed within *social, institutional, cultural, and environmental conditions* (Yin, 2015).
- *The quality-and credibility-of your study* begins with *rich data* (Charmaz, 2006) and the importance of *collecting, integrating, and presenting data from a variety of sources of evidence* is highly recognized (Creswell & Creswell, 2018; Yin, 2015).
- Although qualitative data mostly makes use of inductive approach, deductive reasoning can be applied at all levels of data gathering while the researcher is going

back and forth in his/her analysis. Research questions, participant profile, data collection procedures may change or are modified as the study progresses along the way (Creswell & Creswell, 2018).

- Qualitative design tries to give a bigger picture fragmented into smaller units. However, a holistic view is always at the heart of qualitative design (Creswell & Creswell, 2018).

3.3. Case Study

Case study research is among many approaches qualitative design offers, which "involves the study of an issue explored through one or more cases within a bounded system" (Creswell, 2007, p. 73). In line with Creswell, Yin (2002) also describes case study as follows:

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; especially when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (p. 13).

Drawing on the definitions above, a case study in qualitative research is first-hand genuine data touching human lives and reading all non-verbal cues as well as verbal ones along the way. A case design model will definitely shape many aspects of the study starting from title to data analysis and report writing. It is an appropriate strategy to use case study in this study since the researcher wants to make most of the data including the atmosphere and all the non-verbal cues.

According to Creswell (2007, p. 74), there are several steps to conducting a case study:

- Firstly, the researcher must assess whether a case study approach is acceptable for the research problem.
- Secondly, the researcher should identify the cases or instances. These instances could be a person, a program, a phenomenon or an organization.
- Having identified the case, the type of the case study should be concluded. Stake (1995) characterizes three different case studies: intrinsic, instrumental and collective. An intrinsic case study is used to learn about a specific event, but an

instrumental case study is used to thoroughly understand a phenomenon. A collective case study comprises looking at a number of instances at once or in order to acquire a comprehensive grasp of a phenomenon. Alternatively, Creswell (2007) quotes Yin and discusses exploratory explanatory, and descriptive qualitative case studies. Exploratory research is done when a researcher wants to get a general understanding of the subject. Explanatory study seeks to explain why certain phenomena behave the way they do. Descriptive research as the name suggests attempt to describe the phenomenon of interest (DeCarlo, 2018).

- The next step is data collection, which is typically thorough in case study research based on a range of sources of information, such as *observations, interviews, documents, and video resources.*

- Finally, after data collection, analysis could be done using various tools and the researcher reports "lessons learnt" from the case.

All in all, drawing on the primary characteristics of qualitative inquiry in general, and case study specifically, the current study uses instrumental and exploratory case study to examine Generation Z students' EFL Learning Environment in Tertiary Education via focus group meetings, semi-structured in-depth individual interviews and field notes (Figure 3.1).

WORLDVIEW	• Social Constructivism
RESEARCH	• Qualitative Inquiry
TECHNIQUE	• Case study
INSTRUMENTS	• Focus group meetings/interviews and field notes
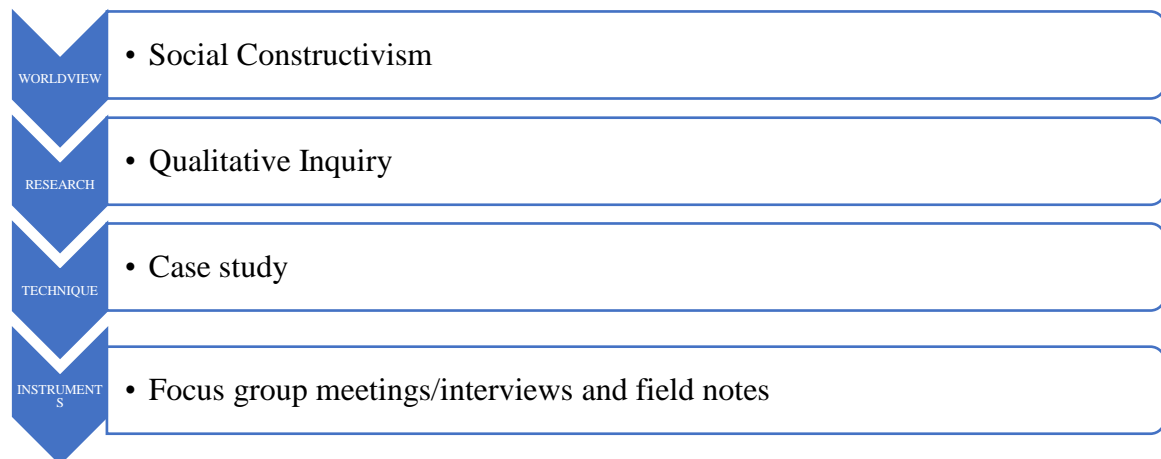
Figure 3.1. Research design

3.4. Research Context and Participants

3.4.1. Context

There are 98 full-time instructors working at School of Foreign Languages who are between 25-71 years old (Figure 3.2).
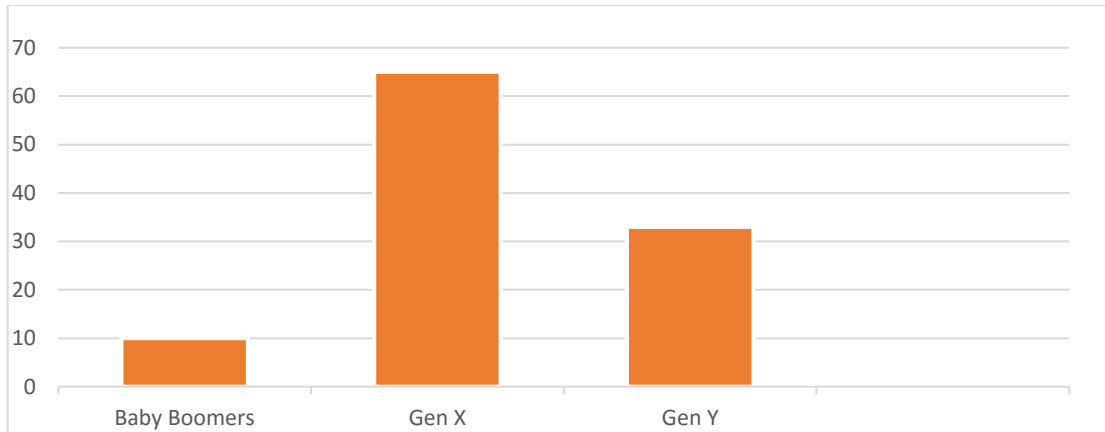
Figure 3.2. Generations of instructors

Instructors' teaching experience in the institution is between 3-26 years as it can be seen in Figure 3.3.
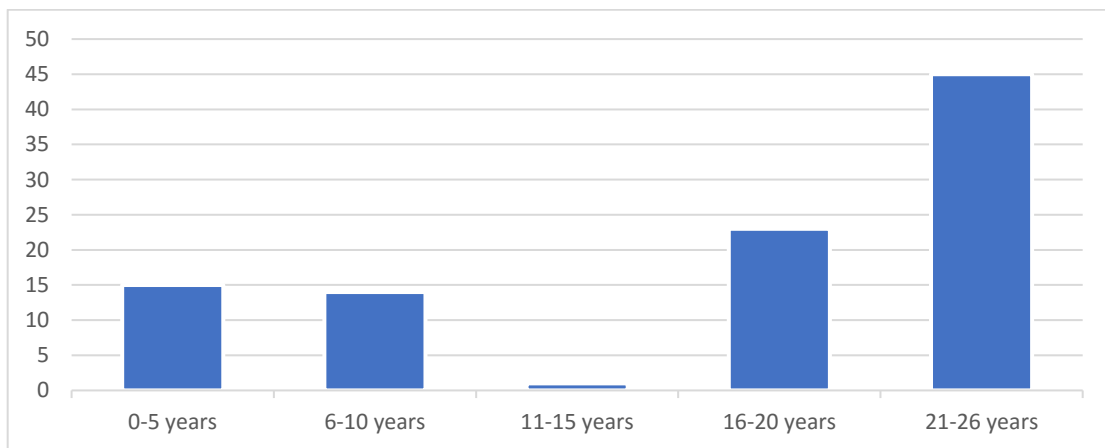
Figure 3.3. Instructors' experience in the institution

Most of the instructors have been working at the institution since their graduation from university whereas for some others, the institution where the study took place is their second or third workplace (Figure 3.4).
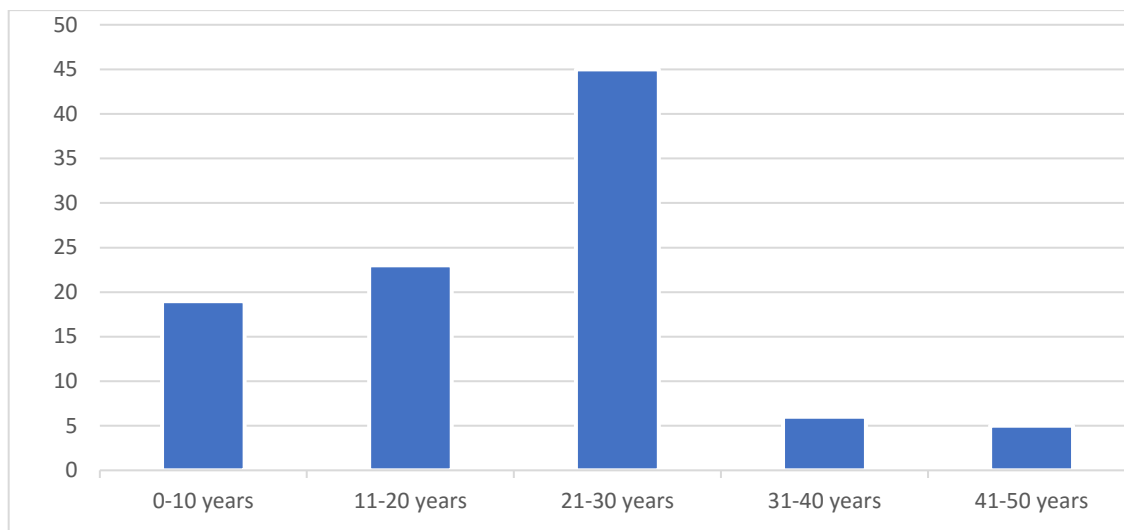
Figure 3.4. Total teaching experience of instructors

There are three different units under School of Foreign Languages department: English Preparatory Unit (EPU), Academic English Unit (AEU) and Modern Languages Unit (MLU). Since Modern Languages Unit offer different languages other than English, they were excluded from this study.

In English Preparatory, there are two programs. One curriculum and one testing unit prepare and assess the learning content for both programs. Except those working at curriculum and testing units, instructors have 16-18 hours of active teaching per week. Curriculum and testing members have fewer lesson hours due to their own workload. Table 3.1 illustrates the total number of students and instructors between 2019-2021 academic year.

Table 3.1. English Preparatory Program numerical information

Academic year/Semester	Total number of students	Total number of full-time instructors	Total number of part-time instructors	Total number of instructors
2019-2020 Fall	899	47	12	59
2019-2020 Spring	705	44	×	44
2020-2021 Fall	895	50	×	50
2020-2021 Spring	720	48	×	48

In Academic English Unit, there are more than 25 programs each one having their own curriculum and testing units. Similar to Preparatory, instructors in Academic English Unit

have 16-18 hours of teaching per week unless they have curriculum or testing duties. Table 3.2 illustrates the total number of students and instructors between 2019-2021 academic years.

Table 3.2. Academic English Unit numerical information

Academic year/Semester	Total number of students	Total number of full-time instructors	Total number of part-time instructors	Total number of instructors
2019-2020 Fall	5530	68	7	75
2019-2020 Spring	5720	65	8	73
2020-2021 Fall	3744	53	×	53
2020-2021 Spring	3787	52	×	52

Most of the instructors are within the organization for more than twenty years. One reason for having a low turnover rate could be the new standards Council of Higher Education (CoHE) enacted. Starting from 2018, instructors should hold a master's degree with thesis to be admitted to instructor position at university. Since most of Gen X instructors do not have a master's degree, they couldn't leave their current posts and apply to other universities.

Purposeful sampling was employed during the study in order to obtain multiple and diverse views for the research questions. Since the study is about generations, the same principle was activated while forming the focus groups. There have been 4 focus group interviews: Baby Boomers, Gen X, Gen Y and a mixed generations group. For individual interviews, 10 participants were selected randomly excluding close circle of the researcher. A total number of 32 participants were interviewed: 16 of them are instructors at English Preparatory Unit and the other 16 are instructors at Academic English Unit.

3.4.2. Participants

3.4.2.1. Focus group meetings participants

Table 3.3 illustrates Baby Boomer focus group interview participants in terms of age, unit they work at, educational background, teaching experience in the institution and total teaching experience. All five participants retired from state universities or military academy

after having worked for more than 18-26 years. Since there were not many Baby Boomer participants in the institution, there was bit of a concern on the researcher's side in case they would be reluctant to participate in the study. However, they proved the researcher wrong; on the contrary, they were so kind to accept the invitation and willingly shared their online lesson links in case they were needed for the study as well. Clearly, Baby Boomer generation have refined manners in human relations. All Baby Boomer participants teach at AEU so there was no chance of achieving a balance in terms of units.

Table 3.3. Baby Boomer focus group interview participants

Pseudonyms	Age	Unit	Educational background	Teaching experience in the institution	Total teaching experience
Ayşe	67	AEU	DEL (B.A) DEL (M.A)	19	45
Ali	62	AEU	ELT (B.A) ELL (M.A)	16	41
Ferhunde	71	AEU	ELL (B.A) ELL (M.A)	18	49
Nagihan	68	AEU	ELL (B.A)	18	45
Melek	62	AEU	DEL (B.A)	24	39

Note. **AEU**: Academic English Unit; **EPU**: English Preparatory Unit. **ACL**: American Culture and Literature; **ELT**: English Language Teaching; **ELL:** English Language and Literature; **DEL:** Department of English Linguistics; **ETI**: English Translation and Interpretation

Ayşe holds both her bachelor's and master's degree on Department of English Linguistics (DEL). She is an accomplished instructor having thought four generations including her own age group. Prior to her current workplace, she taught at a state university for 26 years. However, she is struggling hard to manage this new generation.

Ali holds his bachelor's degree on English Language and Literature (ELL) and master's degree on English Language Teaching (ELT). Prior to his current workplace, he taught at Military High School and Military Academy for 26 years. He has published many coursebooks and test books on English Language. Despite his age, he is still very active and adept at technology. He is the curriculum and testing coordinator of an English for Academic and Specific Purposes (ESAP) course.

Ferhunde holds her B.A and M.A degrees on ELL. Prior to her current workplace, she taught at a state university for 21 years as well as working at a language centre as a part time instructor. Before she came to work at her current university, she had a brief teaching experience at another foundation university where she was aghast at student profile after having worked at a state university. She clearly had difficulties in adjusting to student profile in foundation universities.

Nagihan holds an ELL degree and she, too taught at a state university for 18 years. She concurred with Nur in having trouble adapting herself to foundation university student profile.

Melek holds her bachelor's degree on DEL and worked at private schools for 20 years before starting to work at her current workplace. She is a devotee of lifelong learning who acts as Gen X or even Gen Y when it comes to technology. She is the curriculum and testing coordinator of an ESAP course.

Table 3.4 illustrates Gen X focus group interview participants in terms of age, unit they work at, educational background, teaching experience in the institution and total teaching experience. All six participants studied at state universities and have been working at the institution almost 20 years or more. Although the researcher has known Gen X participants both professionally and personally for long years, they are not from her close circle of friends in order not to include subjectivity in the study. They were selected for the current study for 2 reasons. Firstly, they would certainly be affirmative in accepting the invitation for the interviews and secondly, they were so mindful of the new generation that a great deal of information and knowledge would be revealed for the study. As it turned out, Gen X focus group interviews turned out to be the most open and sincere ones. The reason for this could be the researcher belonging with the same generation and the trust grown for one another during all those long years of working together. It was observed that Gen X focus group meeting participants were struggling the most during this transition period of adapting themselves and their teaching methods to Gen Z. They were aware of their strengths and weaknesses and striving hard to keep up the pace.

Table 3.4. Gen X focus group interview participants

Pseudonyms	Age	Unit	Educational background	Teaching experience in the organization	Total teaching experience
Çağla	46	AEU	ELT (B.A)	24	24
Aydın	48	AEU		23	27
Noyan	44	AEU	ELL (B.A) Public Relations (M.A)	17	21
Seval	55	EPU	ELL (B.A)	23	25
Şermin	51	EPU	ACL (B.A)	25	32
Elvan	45	EPU	ELL (B.A)	23	24

Çağla holds an ELT degree, and she didn't work at any other organizations prior to her current workplace. Being a dedicated and devoted Gen X, she tries hard to keep up not only with her students but also with her younger colleagues. She is the curriculum and testing coordinator of an ESAP course.

Aydın holds an ELT degree and currently studying for his M.A on ELT. His previous work experience was at an English Language Center. He is an industrious instructor and curriculum and testing coordinator of General English courses.

Noyan holds her bachelor's degree on ELL and her M.A degree on Public Relations. She is also the deputy head of Curriculum Unit. She worked at a private high school for 2 years before her current position. She is so much aware of the changing profiles of students and tries to update herself accordingly.

Seval holds an ELL degree from a state university. Prior to her current workplace, she worked at TRT for 2 years and at Student Selection and Placement Center (ÖSYM) for 7 years. Currently, she teaches at English Preparatory Unit (EPU) full time but worked as a testing coordinator for long years in the same unit. She is an energetic and enthusiastic member of the institution and a devotee of lifelong learning. Having a Gen Z son obviously contributes to her knowledge of the new generation in the classroom.

Şermin holds an American Culture and Literature (ACL) degree from a public university and prior to her current workplace, she taught at an English language centre and

a state university. She worked at curriculum unit of EPU for long years before becoming full time instructor. Having two kids of her current students' age has made her more insightful into the interests and needs of this new generation. She has nonending energy to help both her students and her colleagues.

Elvan holds her bachelor's degree on ELL, and she taught at an English language centre for 9 months before she started at her current workplace. She is another parent among Gen X to have a Gen Z son, of whose experience and revelations clearly contributed a lot to this study. She is so much aware of her strengths and weaknesses when dealing with this new generation and seeks ways to adapt.

Table 3.5 illustrates Gen Y focus group interview participants in terms of age, unit they work at, educational background, teaching experience in the institution and total teaching experience. All 5 participants studied at state universities and were selected randomly for the study. Since almost all Gen Y teachers work at EPU, a balance of units could not be achieved for this focus group meeting. The researcher is not familiar enough with Gen Y focus group interview participants to comment on their professionalism and personality. However, it has been noticed that when both Baby Boomer and Gen X participants were in panic in trying to keep up with Gen Z and in a rush to collaborate with one another to smooth things out, Gen Y participants were observed to appear calm and serene on communicating their teaching experiences with Gen Z. Since they are close in age to their student groups, some even born in mid 1990s and roughly putting them into Gen Z category, they bear the ignorance of water like the fish in the ocean not being aware of its environment. This confusion Baby Boomer or Gen X instructors were having did not mean much to them. This may be due to working with Gen Y and Gen Z and not having had the experience to work with previous generations. Thus, they do not have much data to compare generations in terms of language education.

Table 3.5. Gen Y focus group interview participants

Pseudonyms	Age	Unit	Educational background	Teaching experience in the organization	Total teaching experience
Canan	27	EPU	ELT (M.A) ELT (B.A)	4	5
Erinç	27	AEU	ELT (B.A) ELT (M.A)	2	3
Özlem	26	EPU	ELT (B.A) ELT (M.A)	3	3
Yiğit	30	EPU	ELL (B.A) ACL (M.A)	5	7
Sıla	27	EPU	ELT (B.A)	3	9

Canan holds her bachelor's and master's degree on ELT and she is currently a member of curriculum and testing unit of EPU. She has no previous experience of teaching prior to her current workplace.

Erinç holds his bachelor's and master's degree on ELT and had a brief administrative duty in his current workplace. His prior work experience consisted of a 2-year teaching at an English language center and 6 months at a state university.

Özlem holds her bachelor's degree on ELT and currently doing her master's degree on ELT. Her previous teaching experience covers a 3 months' teaching at an English language center.

Yiğit holds an ELL degree and currently doing his M.A on ACL. Prior to his current workplace, he worked at a language center for 2 years and at a state university for 6 months.

Sıla holds her bachelor's degree on ELT. Her previous teaching experience covers a 6 months' teaching at an English language center.

Table 3.6 illustrates mixed focus group interview participants in terms of age, unit they work at, educational background, teaching experience in the institution and total teaching experience. 4 Gen Y, 2 Gen X and 1 Baby Boomer participant were brought together in this mixed focus group interview in order to avoid bandwagon effect and like-minded narrations.

Table 3.6. Mixed focus group interview participants

Pseudonyms	Age	Unit	Educational background	Teaching experience in the organization	Total teaching experience
Mine	28	EPU	ELT (B.A) ACL (M.A)	5	8
Rana	30	EPU	ELT (B.A)	5	9
Atilla	35	EPU	ELT (B.A) ACL (B.A)	9	16
Füsun	31	AEU	ELL (B.A) ELL (M.A)	6	7
Bena	48	EPU	ETI (B.A)	25	26
Duygu	51	AEU	ACL (B.A)	16	30
Yasemin	63	AEU	DEL	20	33

Mine holds her bachelor's degree on ELT and her master's degree on ACL. Her previous work experience consists of a 6-month teaching experience at a private middle school.

Rana holds her bachelor's degree on ELT. Prior to her current workplace, she worked at kindergartens as an English teacher for 3 years.

Atilla is currently working as a deputy head of EPU. He holds his bachelor's degree on ELL and his M.A on ACL. His previous work experience consists of a 1-year teaching experience at an English language center.

Füsun is currently a member of teacher training unit. She holds her bachelor's degree and M.A on ELL. She is currently writing her PhD dissertation on translation.

Bena holds her bachelor's degree on English Translation and Interpretation (ETI) and she is a competent instructor having worked at both at Academic English Unit (AEU) and EPU. It was apparent from the interview that having a Gen Z daughter clearly reflects on her teaching attitude.

Duygu holds her bachelor's degree on ACL and worked 11 years at an English language center before she started to work at her current workplace. She is currently the curriculum and testing coordinator of an ESAP course. Her two Gen Z kids contribute a lot

both to her professional life and to this study. She is a resilient person who excels at impossible tasks.

Yasemin holds her bachelor's degree on DEL and prior to her current workplace, she worked at an English language center for 2 years and at a bank for 3 years. Then she started her own tourism business and worked there for 20 years. Being a Baby Boomer, she is aware of the mileage she needs to cover and tries her best to adopt to current teaching methods.

3.4.2.2. Individual interview participants

As the second data collection tool, semi-structured in-depth individual interviews were carried out with Baby Boomer, Gen X and Gen Y participants. A balance in number of participants could not be achieved due to few Baby Boomer participants working in the institution. Table 3.7 illustrates Baby Boomer individual interview participants in terms of age, unit they work at, educational background, teaching experience in the institution and total teaching experience. In this study, Yasemin participated both in mixed focus group and individual interviews.

Table 3.7. Baby Boomer participants

Pseudonyms	Age	Unit	Educational background	Teaching experience in the organization	Total teaching experience
Perihan	66	AEU	DEL (B.A) ELT (M.A)	17	39
Yasemin	63	AEU	DEL (B.A)	20	33

Perihan holds her bachelor's degree on DEL and her master's degree on ELT. Prior to her current workplace, she worked at a private school for 4 years and at a public university for 18 years as an instructor, administrator and trainer. She was also a teacher trainer at her current workplace for 16 years. Being aware of the current needs of the students, she focused on providing instructors with 21st century skills workshops in the institution. Her position as a teacher trainer also included observing and supervising instructors.

Yasemin holds her bachelor's degree on DEL. Prior to her current workplace, she worked at a language center for 2 years and at a bank for 3 years. Then she started her own

tourism business and worked there for 20 years. Her teaching focus is mainly on building rapport with her students regardless of their generations.

Table 3.8 illustrates Gen X individual interview participants in terms of age, unit they work at, educational background, teaching experience in the institution and total teaching experience. They were eager to participate and contributed enormously to the study since they were the very generation that reflected the transition period of English language teaching from previous generations to Gen Z. They were observed to be keen on global and current developments in teaching English language and cognizant of the missing infrastructure to adopt similar provision of the language content.

Table 3.8. Gen X participants

Pseudonyms	Age	Unit	Educational background	Teaching experience in the organization	Total teaching experience
Arda	50	AEU	ELT (B.A)	23	23
Jale	50	EPU	ELT (B.A)	23	23
Aylin	46	AEU	ELL (B.A) ELL (M.A)	23	23

Arda holds a bachelor's degree in ELT, and he had a 2-year teaching experience in a language center. He too has two Gen Z kids and tries his best to accommodate both his children and his students in terms of their evolving needs and interests. He is a true believer of human rights and hopeful of the new generation to realize complete equality among people. He is also the curriculum and testing coordinator of General English courses.

Jale holds her bachelor's degree on ELT and her previous teaching experience consists of a 6-month teaching at an English language center. She appeared so excited and enthusiastic with Gen Z during the interviews both as a mother of a Gen Z son and as an instructor. She was full of novel ideas in delivering the language content in accordance with the current developments and Gen Z characteristics.

Aylin holds her bachelor's and her master's degree on ELL, and she had no previous teaching experience before her current workplace. Having a Gen Z son, she was also familiar with Gen Z from first-hand. She admitted her weaknesses in addressing the new generation and never refrained from asking help from her colleagues even from her son to catch up.

Table 3.9 illustrates Gen Y individual interview participants in terms of age, unit they work at, educational background, teaching experience in the institution and total teaching experience.

Table 3.9. Gen Y participants

Pseudonyms	Age	Unit	Educational background	Teaching experience in the organization	Total teaching experience
Başak	32	AEU	ELL (B.A) ELL (M.A) Sociology (M.A)	3	7
Ceyda	32	EPU	DEL (B.A) Curriculum and Instruction (M.A)	3	11
Dilan	29	EPU	ELL (B.A) ELL (M.A)	1.5	3.5
Doruk	40	AEU		17	17
Helin	28	EPU	ELT (B.A) ELT (M.A)	5	5

Başak holds her bachelor's and master's degree on ELL and yet another M.A degree on Sociology completed at a Far East country. Her previous work experience is both on teaching and non-teaching areas for 3 years. She is an intriguing personality both for her students and for the researcher since she had her sociology masters in a Far Eastern language, which made her more conscious of the dynamics of learning a foreign language. Talking about her experiences abroad are both entertaining and illuminating for the students as some of them consider pursuing their graduate education in another country. She is also the curriculum and testing coordinator of an ESAP course.

Ceyda holds her bachelor's degree on DEL and her master's degree on curriculum and instruction. Prior to her current workplace, she worked at another foundation university for 4 years. She is also the head of teacher training unit and has the chance to observe different classroom environments first-hand. She is practical, fast and can easily relate with Gen Z.

Dilan holds both her bachelor's and master's degree on ELL and she worked at a private school for 2 years before she started working at her current workplace.

Doruk holds a bachelor's and master's degree on ELT and currently studying on his doctoral thesis. He is also the head of EPU and his contributions to this study is invaluable both as an instructor and as an administrator. Particularly, he was very enlightening on generational differences among instructors. Gen Z are in his scope of interest, too and he gave a workshop on the topic several years ago. Thus, he responded most mindfully to research questions.

Helin holds her bachelor's and master's degree on ELT and her previous teaching experience is at a language center when she was still a student at university.

3.5. Data Collection Tools

Writing lengthy fieldnotes of observations, collecting respondents' written personal recollections, and/or creating detailed narratives are all essential components of any research study (Charmaz, 2006). For this study, focus group interviews, semi-structured in-depth individual interviews, and field notes were used to obtain data.

The data collection extended over four months starting in mid-December 2020 and ending in mid-March 2021. Due to pandemic, except for two interviews, all the others had to be done online via Zoom application. The researcher conducted ten individual semi-structured and four group interviews. Handwritten notes were taken during or right after the interviews to "examine silences, focusing on what is not said" (Creswell, 2007, p. 153). Handwritten notes always started with a description of setting and participants. Research questions were reviewed by three colleagues who either held PhDs or were still doctoral students. However, the modification of research questions could not be finalized until after the last interview was completed since each and every interview added some more to the knowledge of the researcher.

3.5.1. Focus group interviews

Robert Merton's work started the use of focus groups at Columbia University's Bureau of Applied Social Research in the 1940s, when the study of mass-mediated propaganda was widely popular in the post-World War II era. This type of interview had the advantage of

practicality. Although focus group interviews are treated as a unit, the focus is still on the analysis of the individual within the group (Leavy, 2014).

Focus group meeting interviews entail collective interaction with the goal of promoting dialogue "within which power relations between researchers and research participants are diminished" (Denzin & Lincoln, 2017, p. 1196) towards achieving greater levels of understanding of topics that are crucial to the growth of a group's interests and/or the alteration of its living conditions. Only discourse can generate critical consciousness and practice (Kamberelis & Dimitriadis, 2011).

In view of above considerations, in this study, four focus group meetings (Appendix B) were carried out during the 2020-2021 academic year. The first focus group interview was conducted with Baby Boomer participants in which there were 5 instructors. The second was held with Gen X participants and there were 6 instructors. The third one was with 5 Gen Y participants and the last focus group interview was comprised of 1 Baby Boomer, 2 Gen X and 4 Gen Y participants. The reason for conducting focus group interviews within participants' age group was to find out whether there were differences of attitudes towards the research questions. However, a mixed focus group meeting was also held to establish a control group and observe each participant with different age participants.

Table 3.10. Duration of the focus group meeting interviews for each group by minutes (mins)

Focus groups	Duration of interviews	Total duration of focus group interviews
Baby Boomer	72 mins	
Gen X	87 mins	
Gen Y	73 mins	294 mins
Mixed	62 mins	

3.5.2. Semi-structured in-depth individual interviews

A critical technique for comprehending key aspects of our everyday world is qualitative interviewing since qualitative interviews are distinctively capable of understanding these aspects and therefore are the most intellectually honest method of inquiry when the researcher is involved in qualitative aspects of human interaction (Leavy,

2014). Interviews are classified as structured, semi-structured and unstructured in qualitative inquiry. In structured interviews, the encounter between the researcher and the participant is meticulously scripted. Yin (2010) argues that if a study uses only structured interviews, that study is bound to be "a survey, not a qualitative study" (p. 133). On the other hand, in more unstructured interviews, the researcher has less control over the situation, allowing the participant to lead the conversation. Semi structured interviews, as opposed to structured interviews, can produce better use of insightful prospects of interactions by enabling much more flexibility for keeping up on whatever dimensions the interviewee considers important; additionally, the interviewer has a better chance of becoming noticeable as a cognizant participant in the process itself, rather than hiding behind a pre-prepared script (Leavy, 2014).

Ten semi-structured in-depth individual interviews were conducted with ten English Language instructors during the 2020-2021 academic year. The purpose of individual interviews was to find out about Gen Z learning environment through a pre-set guiding question (Appendix C).

Table 3.11. Duration of the semi-structured in-depth individual interviews for each participant by minutes

Participants	Duration of interviews	Total duration of individual interviews
Perihan	59 mins	
Yasemin	15 mins	
Arda	29 mins	
Jale	51 mins	
Aylin	45 mins	
Başak	62 mins	391 mins
Ceyda	35 mins	
Dilan	31 mins	
Doruk	33 mins	
Helin	31 mins	

Except for two interviews, all individual interviews had to be conducted online using Zoom platform. The medium of the interviews was established as Turkish since participants concluded they would feel more comfortable and clearer in their native tongue.

3.5.3. Field notes

Field notes act as background music to a film and as Kalinak (2010) pointed out in her article on what music does in a film. Field notes describe the location, generate mood, draw attention to components, underline or foretell dramatic progression, offer meaning to a character's actions or communicates their thoughts, and elicit emotion. For this study, both descriptive and reflective field notes were taken though the latter is minimal compared to the first.

For the researcher, field notes served as a memory vault which assisted to relive the original time of the interview. Phillippi and Lauderdale (2017) reported various functions of field notes. They encourage researchers to pay close attention to their surroundings and interrelations, reinforce linguistic data, record sights, smells, and tones of the physical surroundings as well as researcher intuitions as soon as they happen, and motivate researcher reflection and bias detection. Field notes make preliminary coding and dynamic study design easier, improve consistency and credibility, and offer crucial information for data analysis. Since 12 out of 14 interviews carried online, several functions of field notes may have fallen short. Some of these field notes were later converted to memo writing.

3.6. Data Analysis

For qualitative researchers, assessing text and a variety of different types of data is a difficult undertaking. Making decisions about how to present data in tables, matrices, and narrative style increases the complexity (Creswell, 2007). Not to get overwhelmed by data, many qualitative researchers offer steps to analysing and synthesizing the data. Creswell and Creswell (2018) propose a five-stepped model:

Step 1

Compiling the data is the first step for analysis (Yin, 2010). It includes transcribing interviews, arranging visuals, and classifying the data according to its sources.

Step 2

The second step is the time for reading all data to have a general feel of the compiled information. At this stage, the researcher tries to grasp the general themes the participants are expressing and get a general impression of depth, reliability and application of the data.

Step 3

Disassembling step where coding starts to break the data into its smallest segments (Yin, 2010). According to Saldaña (2012), "In qualitative data analysis, a code is a researcher-generated construct that symbolizes and thus attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, theory building, and other analytic processes" (p. 4). The functions of coding, according to Charmaz (2006), are to distil data, sort it, and give the researcher a grasp for making comparisons with other segments of data (p. 3). The bones of the analysis are created via code. Theoretical integration will put these bones together to form a functional skeleton. As a result, coding is more than just a starting point; it creates an analytical framework around which you may develop the study (p. 45). Therefore, "coding is not just labelling, it is linking" (Saldaña, 2012, p. 8).

Coding is divided into two types: First Cycle coding and Second Cycle coding. A single word to a full paragraph to a complete page of text to a flow of moving images can be coded during First Cycle coding. Third step encompasses First Cycle coding only. The components coded in Second Cycle coding methods could be the same modules, lengthier tracts of text, analytic memos regarding the data, or even a reorganization of the codes established thus far (Saldaña, 2012, p. 3).

At this step, researcher can start writing analytical memos, as well. As stated by Saldana (2012), analytic memos are similar to researcher diary entries or blogs in that they provide a platform to "dump your brain" about the people, phenomena, or processes under inquiry by reflecting, writing, and then reflecting some more (p. 41). New thoughts and insights emerge throughout the act of writing by engaging in conversation with yourself while composing a memo (Charmaz, 2006).

Step 4

This stage includes the rearrangement of assembled data to build up categories and themes, which is called "Reassembling" (Yin, 2010). Second Cycle coding is utilized during this stage; however, the researcher needs to visit codes and categories many times to arrive at sound theories which could apply to each and every code unless they are outliers.

Step 5

The last step is "Interpreting and Concluding" (Yin, 2010). Descriptions and list of themes are narrated by the researcher. This narration can be conveyed through a chronology of events, a discussion with interconnected themes or a lengthy discussion of various themes supported with related quotations from the interviews.

In this study, Creswell and Creswell's five step model was utilized which is illustrated below in Figure 3.5. As stated by Saldana (2012), "the qualitative analytic process is cyclical rather than linear because of the reverberative nature of coding" (p. 58). To that end, the researcher had to go back and forth in analysing and synthesizing the study.
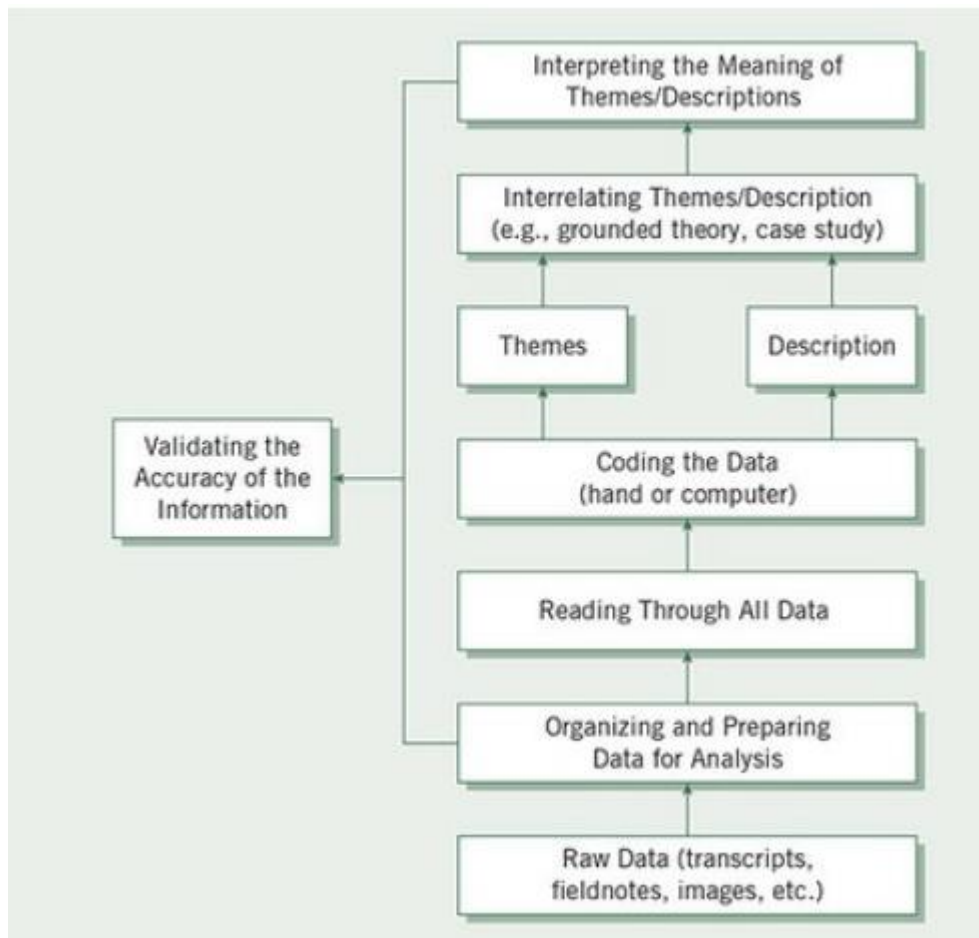
Figure 3.5. Data analysis in qualitative research (Creswell & Creswell, 2018, p. 269)

In the first step, all data was compiled. Online interviews along with face-to-face ones were transcribed to the letter and they were word processed.

In the second step, word processed transcriptions were sent back to related participants lest there should be no mistake in transcriptions literally. They were also asked whether they wanted to change any words or any parts of the transcriptions that they felt uncomfortable with. In that respect a few participants asked either some parts to be deleted or rewritten. Because of the qualitative nature of the study, at some points, participants were asked about their opinions on certain topics which were not directed at them during their interviews as those points did not surface until after their interviews were over. As a response, they sent their after contributions via text messages or voice recordings which were added to transcriptions. Meanwhile, the researcher read transcriptions over and over again to get a general overview of the themes.

In the third step, all data was transferred to a qualitative analysis program MAXQDA and First Cycle of coding started (Appendix F). Eclectic Coding was adopted, which combines two or more First Cycle coding approaches in a specific and compatible way (Saldaña, 2012, p. 188). On the grounds of eclectic coding, descriptive (marking the data with a single word or phrase), in vivo (employing participant's original words), emotion (documenting participant's emotions), process (using verbs in gerunds to represent the action) and versus coding (identifying dual aspects or comparisons) methods were used (Saldaña, 2012). Analytic memos were written during the coding process.

In the fourth step, initial codes were reanalysed to form broader codes or categories and themes, which is referred as the Second Cycle of coding. Themes were examined in each instance individually and interrelatedly. The computer software analysis programs are useful in sorting out the data and seeing the bigger picture, however, it is up to the researcher to see the links among codes and form categories and reach at themes.

In the fifth and final step, the researcher interpreted the meaning of themes and descriptions into narratives by drawing on literature, theoretical framework and research questions of the study.

3.7. Validity and Reliability of the Study

Since quantitative and qualitative differ greatly in their attitude and content of the research, how to assess qualitative work, the quality of analyses, and the theoretical implications of findings have long been debated by qualitative researchers. Therefore, many terms were offered, yet they were not fully adopted by researchers: *validity, reliability, rigor, trustworthiness, credibility, transferability, verisimilitude, relevance, plausibility, and confirmability* (Freeman et al., 2007). However, for this study, common terms *validit*y and *reliability* will be used. According to Yin (2010) a valid study is the one in which the data has been correctly collected and processed, resulting in outcomes that fully measure and reflect the real world (or laboratory) under investigation. Drawing on their earlier studies in 2000, Creswell together with his colleague Miller (2007) offer eight validation strategies:

- Long-term involvement and constant observation in the field render mutual trust with participants, knowledge of the culture, and verification of disinformation

possible. The researcher, having worked at the institution for more than twenty years and already being a long-standing member of the institution's culture, could establish rapport with the participants.

- Researchers employ a variety of sources, methodologies, investigators, and theories to produce supporting evidence in triangulation. The method is utilized to correlate the facts from several sources in order to exhibit the most accurate results. In this study individual interviews, focus group interviews and field notes were used to gain a deeper understanding of the phenomenon.

- Peer review, often known as debriefing, is an impartial evaluation of the qualitative research. In this study, the researcher was assisted by three colleagues, one holding a PhD title while two were candidates for doctorate. They were consulted while preparing semi-structured interview questions and coding.

- The researcher reinstates original hypotheses until all examples fit, finishing close to the end in the data analysis process and removing all outliers and exceptions. However, that wouldn't be applicable for the present study as the researcher did not start with a hypothesis in the first place. Secondly, there were very few outliers, which mostly stemmed from the casual atmosphere of the interviews. However, when an in-depth analysis carried out, even those outliers were seen to bear a linkage to the general themes.

- It is critical to state the researcher's prejudice from the start of the study so that the reader is aware of the researcher's standpoint and any biases or preconceptions that may affect the investigation. In this explanation, the researcher discusses prior experience, preconceptions, prejudices, and inclinations that have most likely influenced the study's meaning and strategy. Researcher's role is the key to a study and this concept is elaborated further in the forthcoming section (3.7)

- Member checking surfaces yet another crucial validation strategy for qualitative studies in which, the researcher asks participants for their opinions on the findings and interpretations' accuracy to avoid misunderstandings. For the study, the researcher sent transcribed copies to each participant and asked them whether they wished to change any of their accounts. There were a few participants who requested some parts of their accounts either to be deleted or softened. For the findings section, some participants, not all though, were sent their quotations or

paraphrases and invited to comment on whether they were accurately reflecting their narratives.

- The researcher's "rich, thick description" enables the transferability of the findings to other settings. Through field notes, the researcher tried to capture the moment with meticulous descriptions. However, while doing that, the researcher was not concerned for the transferability of the outcomes since qualitative studies do not pursue the aim of transferability.

- External audits enable an outside specialist, the auditor, to review the account's processes and outcomes, determining their validity. Unfortunately, other than the supervisor of this study, this validation strategy had no applicability for the study (pp. 207-208).

According to Creswell (2007), reliability for qualitative studies means intercoder agreement apart from good quality tapes and detailed field notes (pp. 209-210). For the present study, 12 out of 14 interviews were carried online and there was no poor quality of sound or visual. In fact, participants were sent their transcribed narratives in case there were some mistakes in the transcribing process. Intercoder agreement was checked with a peer from the same institution who had similar years of experience with the researcher and acclimated to the same culture. First, three outside transcriptions were coded independently, and the results were compared. The aim was not to code the same passage or word with the same code, which is nearly impossible but to arrive at similar conclusions. Once that was achieved, some original transcriptions were studied, which yielded more or less similar results.

3.8. The Role of the Researcher

It shouldn't be taken for granted that an insider researcher is privy to all knowledge of the institution. Being an insider researcher cuts both ways. Sometimes, they may well be accommodated there physically but could still be perceived or feel an outsider.

According to Bonner and Tolhurst (2002), the following are plus side to being an insider researcher:

- Gaining a better knowledge of the culture under investigation

- Not interfering with the natural flow of social contact
- Having a trusting relationship between the researcher and the subjects that encourages both the speaking and assessment of reality.

Aligned with Bonner and Tolhurst, Fleming (2018) also states that insider researchers can often design research questions relying on their experience of existing perceptions of the challenges that need to be investigated, through their knowledge of the current situation. Participants may be eager and at ease to give sensitive or intimate information, as well as address concerns with someone who "gets it". However, this could also act as a disadvantage. The participant may feel intimidated by the researcher due to some differences in the positions they hold in the organization or due to gender, age, etc. They may perceive this closeness as a threat (Chavez, 2015).

On the negative side, Bonner and Tolhurst (2002) warn researchers not to overlook anything out of habit as researchers may have developed a certain blindness to some patterns within the organization. Furthermore, an insider researcher may not value some topics as highly as an outsider researcher, who might be more vigilant and alert to certain issues. They may also overlook the confidentiality and sensitivity of the information due to having easy access to information (Saidin, 2017). Another criticism to insider researcher is acting on bias. The researcher may have some preconception formed before the study and would direct the study in that way or simply hold some prejudices against the research topics of the study (Fleming, 2018).

The researcher of this study completed her bachelor's degree at a state university more than 20 years ago and got acceptance from a foundation university, where this study was carried out. During her teaching career, she taught both Preparatory and Academic English lessons. At her twentieth year in the institution, she worked as a deputy administrator in Academic English Unit for two years mostly engaged with preparing timetables and secretarial work. While carrying out this study, her previous administrative work created no intimidation on participants since the administrative job mostly required paperwork allowing her no exertion of authority over her colleagues. On the contrary, participants confided in her more as someone who "gets it" and who acts as a mediator to relay the problems to administration as a result of her old connections with the office, which was of course far from the fact.

It was quite natural for the researcher being more than familiar with the culture of the institution as having worked there for long years. She was well aware of the dynamics, social circles and existing problems regarding the study. Thus, research questions were prepared accordingly scraped off any prejudices or biases held against both for the institution and the participants.

There were three groups of participants in the study: Baby Boomers, Gen X and Gen Y, a few being almost Gen Z. During the interviews, Gen X participants were observed the most comfortable and at ease with the researcher. This may be due to belonging same age group with the researcher and having had the similar experiences of students along the way. Gen Y, however, were a bit distant to the researcher and the research questions, which may stem from belonging to different age groups or having not much to say because of rather shorter teaching experience. With Baby Boomer participants, the conduct was more formal on the researcher's side but informal on participants' part owing to their age and experience.

3.9. Ethical Considerations

Başkent University Institute of Educational Sciences granted the permission to carry out this study (Appendix D) accompanied by another permission from the School of Foreign Languages where the study took place (Appendix E). Once necessary approvals were received, participants were informed of the nature of the study both verbally and written and were sent consent forms (Appendix A) stating that their contribution would be on voluntary basis, and they could withdraw from the study any time they wanted. The transcribed interviews were sent back to them in case they may want to change or omit some parts of the interviews. Furthermore, participants were given pseudo names to protect their anonymity.

3.10. Limitations and Delimitations of the Study

3.10.1. Limitations

There are limitations of a qualitative research, and this study is not an exception. The small number of samples makes the study not likely to be generalized to whole population.

The data inquiry methods and analysis of qualitative methods are rather subjective so the researcher may be prone to that subjectivity.

3.10.2. Delimitations

Due to pandemic, the envisaged research design couldn't be fully realized. Most interviews were carried out on Zoom and this method may have erased some non-verbal body language cues, which could have proved essential for the study. However, the biggest absence was real classroom observations. During the 2020-2021 academic year, literally, there were no face-to-face education. From each participant group, online lesson links were requested and they were watched but the outcomes of those online lessons would not yield sound results for the study since those lessons were mostly based on the technological skills of the participants. If they were to be used in this study, it would be unfair to Baby Boomer participants since they clearly lacked that kind of technological competency to carry out the lessons.

CHAPTER IV

FINDINGS

4.1. Presentation

In this chapter, findings from the analysis of individual interviews, focus group meetings, and field notes are presented under each research question through constructing an in-depth discussion on the emergent themes.

4.2. What Is Your Teaching Philosophy?

The data analysis revealed four themes on participants' teaching philosophies in relation to the first research question; teaching philosophies based on humanistic approach, students' needs, effective communication and creating an ideal learning environment, which are reported below.

4.2.1. A Humanistic approach

A recurrent theme amongst interviewees was the humanistic approach adopted in teaching and learning process. However, this view was mostly echoed by Gen X and Baby Boomer interviewees. The following comments illustrate the perspectives of participants on this matter:

> All throughout my professional life, I claim "Teaching is a work of heart". Affective filter and Cognitive Domain. I believe these should go together. I am definitely one of those who believe that learning will not occur until that affective domain is activated.
>
> Perihan

In line with Perihan's perspective, Doruk stated that he gave priority to students' affective well-being and on entering the class *"students can both feel well and enjoy learning by knowing where and how the learning will be used later".* Resonating with Perihan and Doruk's reflections on humanistic approach to teaching, Aylin believed that knowledge could be reached in some way, especially at the level she taught, but how you delivered that

knowledge made all the difference. She also attributed her well-being as a teacher in the class to adopting a humanistic teaching approach.

4.2.2. Student' needs

Several other participants concluded that their teaching philosophies were actually shaped by the needs of the students as the following excerpt reveals:

> I'm ready for whatever the student wants and needs. If the student sees this, no matter what generation he or she is, if he feels that trust, he somehow gets involved. The task of the teacher is "I am ready and whatever you do, I am here to help you, with whatever you need".

<div align="right">Seval</div>

In accord with Seval's views, Özlem drew attention to English courses being different than other school subjects. She believed that if students approached English classes from the point of fulfilling their needs, their motivation would be much higher since they would start to see English as a product to be used rather than a lesson. The needs of the students should also necessitate catering for individual differences. Elaborating on this issue, Doruk defined his teaching philosophy as "*paying attention to students' individual differences, without separating them from one another, both cognitively and affectively*".

4.2.3. Effective communication between teachers and students

The participants on the whole demonstrated the importance of establishing effective communication with their students when defining their teaching philosophies. Başak felt the need to integrate topics that were of concern to students in order to create a pathway to reach out to her students.

> As we build the communication, everything else follows. We share our musical interests or so many other issues. We have heart to heart talks, so they feel a sense of belonging. I do not believe in the old teaching methods of lecturing without any interactions in the classroom.

<div align="right">Başak</div>

4.2.4. Creating an ideal learning environment

A final shared view amongst participants on their teaching philosophy was creating an ideal learning environment. Dilan defined her ideal teaching learning environment where "*students work together more; activities and classroom environment are more organized*". Yet she extended her philosophy to a class order where she did not keep English in the classroom, but rather instilling in students that English language learning was a process. Her ideas were shared by many other participants who explored their roles mostly as facilitators who were responsible for preparing a suitable learning environment packed with the strategies that they need to teach the target language.

4.3. What Is Your Teaching Philosophy with Gen Z Students?

The data analysis revealed four main themes in relation to the second research question; participants' evolved teaching philosophies, teacher awareness on generations and Gen Z, Gen Z characteristics and Gen Z teacher characteristics, which are reported below.

4.3.1. Teachers' evolved teaching philosophies

The majority of Gen X participants reported that their core teaching philosophy remained the same with each generation, however, they needed to undergo some changes in their methods or approaches while working with Gen Z students. Şermin's reflection on the topic could voice for most Gen X participants:

> I don't think my teaching philosophy has changed but of course we started to use some different methods especially with online education and so on, which emerged in the last pandemic period. Our type of education has to involve relevant technology, the books we use, computers, power points and etc. We have evolved in this sense. Frankly, other than these different methods and technology use, my teaching philosophy has not changed for Gen Z, or it won't change for Alpha.

> Şermin

This notion was also indicated by Perihan who said, "*the tools can be different but the way in addressing a student has not changed much*". Aylin commented on her evolution with the following excerpt:

For example, we, as Generation X, have more classical rules in general, we are teachers, and they are students. When you enter, all conversations must stop, and students should be seated. Think about the early times. Our reaction to students engaged with their mobile phones in the classroom is not the same we had in the past.

Aylin

Doruk acknowledged some differences in the implementation phase of his philosophy while keeping the main framework intact. Taking students' technology sensitivities and short concentration periods more into account diversified his methods and teaching strategies.

Baby Boomer participants having thought many generations expressed more critical remarks. While Ayşe felt that they needed to be more understanding and empathetic than ever before, Nagihan, however, stated that she struggled hard to engage Gen Z students. With previous generations, students tried to get knowledge from teachers but now it was the other way round since teacher had to persuade students to learn something. Nagihan was particularly critical of students' behaviour towards their teachers as if teachers needed them while it should be the exact opposite.

When Gen Y teachers were asked the same question, it was surprising that none of them reported an evolution in their teaching philosophies. Since their ages are much closer to Gen Z students, what they tried to do was to maintain and solidify their positions as a teacher amongst students. Dilan's comments resonate with almost all Gen Y participants:

Nothing very different has happened, but I try to keep myself updated on their interests. Although there is not much age difference between me and the students, sometimes I don't understand what they're talking about. I play games so I could use the experience while we do speaking activities. It especially attracts the attention of male students, and they feel better as if they are in a casual conversation, not like the classroom environment.

Dilan

4.3.2. Teacher awareness on generations and Gen Z

It was surprising to hear how familiar Gen X teachers were with Gen Z. That was especially valid for Gen X teachers with Gen Z children, which made them experience this

generation first-hand at home. They even expressed this as "*being home-schooled*". On the awareness of Gen Z, this is how Duygu explained herself:

> I can say that my change of direction started 7-8 years ago with the growth of my children, and I started to perceive things from their point of views.

<div align="right">Duygu</div>

She was successful in reflecting what she had learnt at home from her children to classroom environment. When her academically successful daughter refused to attend one of her classes since she did not find the teacher effective, she started questioning her own self efficacy in the classroom as well. Noyan had a shattering revelation for Gen Z:

> As a person who teaches in the style of "Things will work with my methods", I realized that for this new generation, I had to bend over backwards.

<div align="right">Noyan</div>

Gen X teachers also welcomed the opportunity to swap information about their children so they could get a better understanding of Gen Z. While participants were being provided with a brief overview of the generations, many Gen X participants had already known some basic concepts attributed to each generation. Seval referred to her son in raising her awareness on Gen Z:

> You know what they want, what kind of transformation is there, what kind of change is there, what upsets them, what angers them. You know their perception of the world and in that sense my son contributed a lot to me.

<div align="right">Seval</div>

Arda also has a Gen Z son and a daughter. Being a Gen Z parent enabled him to observe them closely, which in return empowered him to understand his students much better. He also claimed that Z and Alpha generation were intertwined, and Alpha sounded like an early identification. Because the Gen Z would probably be extending.

Jale even named them Z nation after a zombie series, and she stated that she was so fortunate to have a Gen Z son. She was so knowledgeable about generations that she even gave examples from Sumerian tablets and Mayan calendar having made prophecies for Gen

Z and Alpha. She suggested starting with Gen Z, a generation of healers, artists or people with different abilities and minds were coming. She was so excited while sharing her feelings for Gen Z and Alpha. She also mentioned how she pitied Baby Boomer politicians who knew nothing about Gen Z but were very eager to get their votes. Even when those politicians tried to learn something about them, they did not like what they found out since "*these kids do not fit in a pattern*".

Perihan who worked for many years as a teacher trainer at the institution shared her awareness on the new generation in the professional sense as following:

> We are trying to make our voices heard as 21st century skills and we tried to provide training in this direction. We did workshops. We are trying to choose the workshops accordingly, mostly in order to develop these new skills. For example, we changed the tools of our observations, you know, we changed their forms. We have always done these in order to keep up with this new generation.

Perihan

At the focus group meeting interview held with Baby Boomer participants, Ferhunde stated that she did not feel a generation gap between them and herself. Melek was familiar with generations since she was a Baby Boomer herself, her elder son Gen X, his younger Gen Y and her grandson Gen Z. She had the chance to observe them all together. And she underscored the importance of understanding them and their connection with the technology especially mobile phones. On the other hand, Ali expressed concerns about the recent student profile at the institution and had actually been discussing with his colleagues what had come over them.

Over half of Gen Y participants reported that they were acquainted with different generation profiles through films and series. Being among the late Gen Y, Doruk felt the need to read and study Gen Z a little. If teachers excluded them, if they turned their backs on students' needs, they would easily be lost. He definitely believed "*Gen Z are an intelligent generation and people should benefit from it*". Another late Gen Y teacher Atilla was surprised at how the gap gradually opened for them over the last few years.

However, what Noyan said summarized all participants' inner thoughts: "*I guess you will have to enter their world a little more, if we want to be good educators.*"

4.3.3. Gen Z characteristics

It was inevitable not to discuss characteristics attributed to Gen Z. Many Gen Z traits surfaced related to teaching and learning environment, which are being digital, their questioning nature, their perception of authority, their emotions and their academic skills.

4.3.3.1. Being digital

The most outstanding characteristics of this generation recurred as their being digitals. As Aylin expressed "*this is a generation born into technology and it won't be possible to stay away from it anymore*". When compared to Gen Y, Perihan found Gen Z real digital natives whereas Gen Y was more tech savvy.

The participants were unanimous in the view that Gen Z students were mostly visual and multitaskers because of their exposure to technology. On elaborating their multi-tasking skills, Perihan provided us a common example from her classrooms:

> These students are multitaskers. For example, you think they are not listening to you during the lesson, you see they are busy with something else. You know we have an old teaching method when we notice a student drift away: "what did I say now?" But as soon as you ask the question, they give you the right answer. So he's both following you and engaged in something else, maybe even playing a game.
>
> Perihan

Although this generation were born into technology, concerns for their level of proficiency at digital platforms were expressed by several participants. Rana mentioned some Gen Z students' not even having e-mail addresses. Addressing this issue, Atilla told a story of students not being able to send their assignments via e-mails. They used technology more in a game-oriented way. He was surprised at their inability to use necessary applications despite possessing high-tech smart phones.

Bena gave an example from her own life. While her daughter was preparing a project on PowerPoint, she helped her to put some animations on slides. Amazed at her mother's skill, daughter said she would have done much better if it were on her mobile phone. Bena

believed that Gen Zers' relation with technology is limited to their mobiles. In relation to mobile phones, Ali felt bitter since he thought internet and smart phones, replaced teachers.

Perihan summarised Gen Z students' technological abilities:

> We call them digital natives, we accept that they use the computer very well, right? No, they actually use mobile gadgets effectively, but when it comes to the computer, some of them asked me how to use Word. Their assignment was to write a report and when I reviewed the assignments on Word, they were not able to see the comments section. They do not even know that such a thing exists.

Perihan

Their digital tendencies may cause some adverse effects as pronounced by the participants. Dilan attributed easily distracted nature of Gen Zers to their constant connection to digital world. However, she confessed that this distraction was not unique to Gen Z, it was also common among people who had similar tendencies regardless of their generation. Talking about this issue Doruk drew attention to Gen Zers' lack of enthusiasm for group work as an outcome of being digital since their individuality was very important.

Another reported problem with being digital was Gen Zers' short attention span. Ceyda and Dilan argued that old methods of teaching and learning the target language would not work for Gen Z students. Commenting further on the issue, Dilan added her generation could stay more focused in the lessons, but this also deteriorated for them as well, as they got more and more digital each day. Aydın referred to common ADHD diagnosis of Gen Z, which manifested itself mostly with a concentration problem.

Being digital also indicated being fast. The following excerpt by Jale illustrates this pace:

> They really live life very fast. In the age of technology, they are exposed to a lot of things, texting for example. Those fingers are working very fast. First, they destroyed the vowels. Emojis came in their place. We are with a generation that constantly updates themselves. I tell myself that I have to catch them, but they are very fast.

Jale

As it is obvious from the above excerpt, being fast also necessitated a different type of language and codes. Aylin said she could not even understand the text messages in Turkish.

In line with the views of many participants in the study, Perihan questioned the effectiveness of this fast pace of life. She highlighted the drawbacks of it on academic success for they became impatient for details. Commenting further on the issue, she said Gen Z students failed academically because "*they skip the digestion process*". Jale also remarked how easily they got bored and unable to finish a task completely.

This impatience also led Gen Zers to resort to shortcuts without having to do research. Instead of searching for a piece of information, their teachers were now at the tip of their fingers. In one related account, Atilla remembered how annoyed he became when a Gen Z student and his parent came to school asking for websites to practise listening as if they were unaware of the existence of Google. Noyan alluded to the notion of being available 24/7. As Gen Z were used to being served at any time of the day since they were born, bothering their teachers in the middle of the night with their impatient questions did not appear impolite to them.

Social Media is a sine quo non for Gen Z. They know how to be on social media. As Jale put it they liked exposing themselves on social media. The reasons for heading to Twitter or opening accounts on Instagram, putting a thousand selfies were just to say, *"I exist"*. This view was echoed by Ceyda who also claimed they needed to be fed with showing themselves on social media.

It is not surprising Gen Zers' role models come from social media as well. When participants were asked about Gen Z role models, Şermin commented as follows:

> Not me, definitely. We come across students who are thinking of leaving school and earning their lives on social media. Although we are the parents of these children, we definitely are not role models for these children in this sense. We have been the right role models for other things, thank God, but not in that sense. I guess they are so much influenced by their social environments.
>
> Şermin

Elvan has an 18-year-old son trying to get into university and her relationship with her son shed a light into the world of Gen Zers for many other participants as well as the researcher in the study.

> I met the counselling teacher at my son's school. He said boys of this generation desire to be Acun whereas girls want to be Şeyma Subaşı. They are definitely attracted to social media celebrities. They think those lives are easy and they make money without much effort. But being successful on social media does not come as easy as it appears. It requires a certain kind of genius. However, Gen Z only focus on the successful ones and has no way of knowing the unsuccessful ones.

> Elvan

Aydın also referred to young people who made money on social media or other online platforms by selling items or their skills. When Perihan asked her students about their future plans, their answers mostly involved getting rich fast and easy.

Internet and social media also enabled people to communicate their cultures from all corners of the world. As Jale stated, people around the world blended cultures and what they achieved was creating a mixed culture on online platforms with these young people in it. This common notion among the participants was reflected in Arda's excerpt as well:

> They are like citizens of the world. English is perceived as a kind of mother tongue for them. Boundaries are gone. This is actually a mindset that I have longed for years; going to a land where people are valued because they are human beings. Thanks to this generation or the next generations to come, it will be a much more enjoyable world at least. They can associate themselves with the pain in any corner of the world. And a solution can be found for problems. That's why I'm hopeful. I am more hopeful when I see this generation.

> Arda

Through this common culture, attitudes towards other languages and cultures definitely evolved. Arda's son took it as far as learning Japanese to capture the basic concepts in the animations he was interested in. Jale said that her students learnt English and other languages from the shows they watched or games they played. She also mentioned the popularity of K-pop among her students which is a promotion of Korean pop music as well as its culture. Doruk also felt that Gen Z were definitely much more open to learning culture in terms of language learning.

Their intense interest in the target culture is, of course, an outcome of this information society. They can now read across countries on their tablets and phones, participate in various webinars, and participate in seminars. In a sense, countries have no boundaries.

<div align="right">Doruk</div>

4.3.3.2. Gen Zers' questioning nature

Almost all participants were unanimous in the view that this generation demand rationale behind every rule or activity. As a teacher, if you cannot supply them with a convincing validation, they may simply refuse to fulfil the task. As Mine put it they would not abide by the rules without justification "*even if they are imposed by the authority*". Doruk has an administrative lens in addition to being a teacher and he reflected on his administrative experience on the matter:

> Our previous students would not question the rationality of the rules. They would consent, saying "Okay teacher." But this generation is clearly distinct because they want justification. "Where does it write, teacher? Show me the written regulation." As a manager we often hear this question. They definitely insist on the justification of the processes and the explanation of principles. We see and observe that these students have more ownership of their lives.

<div align="right">Doruk</div>

This view was echoed by Arda, who stated that a non-destructive generation arrived. The good part was that they asked for accountability without destruction. With Gen X, there was some kind of vandalism. They would use vandalism if necessary, or the previous generations were much brute in that sense.

Behind Gen Zers' habit of questioning, pragmatism could lie. As Füsun explained pragmatism penetrated both their and students' souls. Another reason could be their utilitarian nature trying to find benefits at whatever they do. The following excerpt demonstrates Gen Zers' mindset of pragmatist nature:

Does what they do make sense? They question this very much. If it doesn't make sense, they don't accept it in any way. For example, "Why am I doing this, what will this provide me?" They come up with very good questions like these ones. This is the most distinctive feature of this generation from what I have observed.

Mine

Another theme identified by most participants was Gen Z having no reservations in boldly voicing their demands. However, two divergent and often conflicting views emerged from the theme. On the one hand, there were participants who approved of Gen Z speaking their minds, on the other hand, there were others who considered this as a trespassing to their territory.

Ceyda was on the first group of participants who actually encouraged Gen Z students to speak up. She reported that Gen Z did not keep silent. In other words, if they were not satisfied with a regulation or a process, they would not hesitate to express their dissatisfaction and ask the problem to be solved. Similarly, if they liked something, they would openly appreciate that as well. In that sense, Ceyda found them honest.

Jale also drew attention to their boldness in expressing their religious or sexual tendencies. However, sometimes, they didn't question the things they should and vice versa. Jale thought it may have its roots in national education since at times students would complain about their previous teachers' narrowmindedness in national education and how they would get very angry when they spoke their minds. Jale also added that they never judged anyone unless they were judged.

Erinç, on the other hand, had mixed feelings about their boldness to express themselves. Some may take it as self-confidence, but Erinç surely thought self-confidence was in no way similar to their having sharp tongues.

Those who disclosed their discomfort on Gen Zers' questioning nature and speaking their minds so easily constituted only a small number of Baby Boomer and Gen Y participants. In one instance, Ferhunde said she disapproved of students' revealing their private lives to their teachers. In another instance, Ayşe told how she was accused of by a student for doing the lesson aggressively. She was aghast at the allegation since she thought she was only following rules and regulations of the institution.

4.3.3.3. Gen Zers' perception of authority

Except for a few Baby boomer participants, almost all participants stated that this generation's attitude to respect is far more different than theirs. Ceyda offered an explanation to that difference in the perception of respect as their upbringing was a far cry from previous generations and she argued it would be unfair to expect the same kind of respect that her generation was brought up with. Arda actually felt happy that this generation got rid of all the unnecessary details of respect.

In line with the issue of respects, Çağla stated that they didn't perceive authority as previous generations did. Having been home-schooled on Gen Z through her two kids, Duygu remarked the futility of those Dos and Don'ts. Not only rules but they also disliked being given advice and being questioned about responsibilities. Jale's excerpt is a good illustration of their perception of authority:

> When you confront them with rules and authoritarian teacher attitude, the student says, "challenge accepted". These kids are already doing silly challenges".

> Jale

Since authority and respect have new meanings for them, many Gen Z behaviour can startle teachers at first. Perihan shared her experience on the matter with the following excerpt:

> From the presentation course group, a text message came at 3 in the morning. The message read as "Teacher, are we going to wear a suit for the presentation?" I didn't reply at that moment. However, in the morning, I asked, "Couldn't this wait?" What kind of a question is this?" and student answered as "Teacher, I was so excited that I couldn't sleep. Since I couldn't sleep, I wanted to ask". I mean, one cannot get angry when they are so innocent. And you know that he is not acting out of disrespect.

> Perihan

One another issue that was raised by a small number of participants was Gen Zers' demand for fairness. Başak said she tried to appeal to students' sense of justice. When her students felt their teacher's just nature, they acted fairly too on mutual trust base, which definitely increased the motivation of students.

Particularly revealing was how Melek described a teenager Gen Z student seeking justice.

> Generation Zers' sense of justice is very strong. My oldest son is at a well-established private school. He is a teacher and an administrator. One day, the police come to school. "There is a complaint about one of your teachers." Here's the thing. One of the teachers scolded this 9th grade student, and he went to the police. "The teacher scolded me, among my friends, he has no such right. I was very embarrassed; I want to file a complaint." he said. The boy's mother and father were called. When the parents attempted to apologize to the teacher, my son stopped them. He said "Do not apologize. This child is exercising his legal right and he is right in his claim. It should be the teacher who needs to apologize".

> Melek

Melek continued to explain that this generation's demand for fairness could actually because of having been raised by parents with a strong sense of justice. However, when you thought of previous generations, it was unthinkable of questioning the authority and sense of justice of the teachers.

From time to time when participants were giving examples of Gen Z students, parents emerged as a dominant factor. Some students came to school with their parents, or they were studying at university because their parents forced them to. Many others drew attention to Gen Z parents since they were different from the generation that brought up the participants in the study. Naturally, there would be obvious reasons as to why Gen Z behaved the way they did.

> Of course, these children are brought up with a very different technology from us, but I attribute this to the fact that the generation that raised them are different from the generations that raised us. New generation was raised by parents who strived to bring up self-confident children who in return felt they needed to be provided whatever they wished for at any time they wanted. This inevitably reflected in classroom environment.

> Noyan

4.3.3.4. Gen Zers' emotions

A variety of perspectives were expressed on Gen Zers' personality traits. However, a common view amongst interviewees was that they were definitely different from the

previous generations. Participants stated that their perception of the world was different, their goals for future were different, their approach to even the simplest things were different.

To begin with, Arda and Jale thought they were tolerant of other beliefs or tendencies which could be the result of the world becoming a global village via internet. They were also very careful not to hurt other people.

Another Gen Z personality trait that was raised by many participants in the study was Gen Z being emotional or at least at ease when showing their emotions. They could even cry in front of the class when they were marked absent.

> I can observe that those students are more sensitive and more fragile. The days you made jokes are long gone. Sometimes they get the joke very wrong. They may have heard this for the first time. And they can be offended.

> Doruk

According to Arda, Gen Z possessed artistic talents. He claimed that Gen X were *blocked* as a generation. If Gen Zers' needs were met correctly, they could create many beautiful things in the artistic sense. He believed this generation could also overcome that blockage by bringing in a different dimension.

Yasemin and Duygu expressed how appreciative Gen Z were when they were shown empathy. When they felt that empathy, they approached more positively, "*they get connected*". This need was more apparent at Gen Z than from previous generations. Aylin also stated how very important for Gen Z to feel cared for. Commenting on the topic, Seval emphasized the need for teachers to be empathic towards students since this generation came to university exhausted going through a very battered phase.

"*They value sincerity*" said Jale. She reported that they were very open minded and intelligent people. They could easily tell the difference between fake and genuine, whether the teacher was listening or showing false interest. They also liked when teachers made fun of themselves. So, it was important to activate a little more emotional factors in the classroom settings.

In line with Jale's remarks, Rana stated that Gen Z students tend to be more willing in the lessons and open to communication when she behaved sincere and open. Expanding on the topic, Doruk commented on their being very good observants and after having weighed the teacher, they would take their stance accordingly. Yasemin once stopped the session this semester just to ask them why they were having low energy and motivation. She wanted to know if it stemmed from her. The students liked her approach very much and said that this was the first time they had ever seen a teacher questioning herself.

Several participants suggested that Gen Z were much better at adapting to their environments and taking risks than Gen X. When Elvan commented on the dreadfulness of everybody walking around in masks during the pandemics, her son replied as not being surprised at all since there were a lot of similar scenarios in games.

Other positive adjectives used for Gen Z were as follows: success oriented, competitive, sharing, creative, curious, merry, protective, resilient, initiative and independent.

However, there were some negative comments on Gen Z personality traits as well.

For one thing, some Gen Y participants thought Gen Z were selfish and thought the world revolved around them so much that everything and everybody, including the teacher, had to be ready to serve them. Şermin thought this gave rise to their inability to distinguish real world from the virtual one. In line with above statements, several other participants expressed that they had false self-confidence doubled with egocentrism always prioritizing their own well-being. They even dared to compete with their teachers or elders with a know-it-all attitude drawing on their misplaced self-confidence and never liked to be criticized on their shortcomings.

Another issue of complaint from participants was Gen Z not using proper language when addressing their teachers. Both in person but mostly when sending text messages, they treated their teachers as their peers communicating with them without proper greetings or inappropriate emojis. These negative comments coming from Gen Y instructors is worth investigating.

Baby Boomer participants labelled Gen Z as spoiled since they were financially much better than the rest of the society.

Gen X participants also came up with some negative comments about Gen Z but not as harsh as Gen Y or Baby Boomer participants. While Aydın described them as lazy since they spent so much time in front of computers, Çağla thought they were still acting childish even though they were nearly adults. They still preferred to live with their families which may be their pragmatist nature of escaping from household responsibilities.

4.3.3.5. Gen Zers' academic skills

When asked about Gen Zers' academic abilities, some participants felt that they were enthusiastic, while others considered them reluctant in their academic studies. On discussing about Gen Zers' reading interests, only Doruk argued that they were an avid group of readers. When he looked at the books they read on their desks, he could see a variety of different subjects. Unfortunately, this view was not shared by any other participants. However, some participants thought they were critical thinkers, which may be due to their questioning nature. Several other participants mentioned their lack of research skills and learner autonomy with few exceptions. However, Aydın reported that they were much bolder in making mistakes when compared to previous generations.

They may not be willing in their academic studies in Turkey, but Gen Zers' wish to study abroad was a recurrent theme throughout the study. While Başak said her students asked her about Erasmus program, Doruk reported his students' curiosity about correct uses of the language abroad.

In all cases, the participants reported that this generation disliked being restricted by rules or outside interventions. Nagihan referred to a casual wear commercial and likened them to those characters in the commercial: "*Don't mess with me, don't interfere with me, don't interfere with my actions*". Thus, any advice coming from outside could be mistaken for an interference to their lives. For this reason, a few participants underscored the importance of the language they used when they were guiding them through their learning process. Duygu and Bena adopted an effective strategy of advising them by giving examples from their own academic lives or other students since this generation did not like advice:

I start my sentences with "When I was a student, I experienced something like this. We were given an assignment at university, and we did it this way. With the current technology, you can maybe add some other elements". At the end of the semester, when I got feedback from students, they thanked me for letting them benefit from my experience.

Bena

Resonating with Bena's remarks, Rana talked about her own mistakes as a student at university and warned them against potential pitfalls. Doruk called attention to the necessity of channelling Gen Zers' intelligence to good and positive directions. Gen Z might get confused from time to time. If the right way was shown, these young people were promising. After all, they would be the rulers of this beautiful country in the future.

Duygu and a few other participants remarked how Gen Z were more physically active in the classroom than the previous generations.

Physically, they don't like sitting in a classroom. This has gotten very obvious. However, with previous generations, when the teacher came, everyone sat down. Nobody could move. Nobody would turn their heads. But lately, I see a group of students who cannot stay still, want to walk around, want to wander constantly. So I had to adapt my teaching techniques accordingly.

Duygu

Aydın stated that he would get surprised when students started wandering around the class without getting permission from the teacher. However, he got used to it after a while.

In summary, almost all participants stated that they were hopeful of this generation as they would be the ones shaping the world in a positive way. Arda reminded that Gen Z now had interference in the political elections, which would reflect their say in world matters.

4.3.4. Teacher characteristics

A unique generation necessitates a unique teacher. While participants were talking about Gen Z students, they also substantially talked about a Gen Z teacher's characteristic. They were unanimous in the view that a teacher's character as a person plays great role in their professions. Two broad themes emerged from the analysis: teacher roles, teacher qualities and skills.

4.3.4.1. Teacher roles

A variety of perspectives were expressed into the roles of Gen Z teachers but the most mentioned one was being a guide to students.

> I don't see myself as an instructor at all. In other words, I do not see myself as a source of information. Since information can be accessed in any way at any time, my purpose of being there is to provide guidance on how to access information rather than transferring information directly.

> Ceyda

Not only a guide when they strived to learn the target language but also a guide in any matters of life that were a concern for Gen Z students. Melek extended her guidance efforts to students' career plans even at freshman years. Jale rather had a different opinion about the roles. She thought Gen Z students were her guide and she was a learner in adapting herself to this new fast life.

While acting as a guide, some Gen Y participants remarked on how they were perceived as a family member by their students as well. Commenting on the issue, Rana said she was taken as a few years older sister or a cousin by Gen Z students. This could especially be valid in Preparatory since teachers and students spend more than 16 hours together per week and the fact that students in Preparatory were still teenagers.

Duygu elaborated on the guide role of teachers, and she stated she acted more as a mentor to her students.

> In the past, the pacing was given to us and we followed to it to the letter. With this generation, I neither played the teacher role in the classroom nor outside. I see myself as a mentor. I think our sole aim shouldn't be curriculum practitioners.

> Duygu

Participants also expressed that a teacher also had to have the responsibility to motivate their students and act as a facilitator while guiding them in their pursuit of learning the target language. Interestingly though, Gen X participants with Gen Z children thought their motherhood could also be reflected on their teaching.

4.3.4.2. Teacher qualities and skills

In addition to teacher roles, participants came up with certain qualities and skills that Gen Z teachers should possess.

Besides being tolerant and understanding, most participants agreed that without creating a bond with the students, a healthy and effective learning environment could not be established.

> Some old teachers warn us: "You are very friendly with your students; you don't need that much dialogue with your students." However, I find this very valuable by establishing a certain limit. Because if I know about my students, it becomes much easier for me to access them, and they would see that I care for them. And so when the barrier between us is lifted, their perspective on language learning will be very different. Haven't you ever heard of this? "I loved my teacher so much that I decided to become an English teacher.
>
> Ceyda

While Baby Boomer teachers stated that there should be an invisible line between teacher and student roles, they may still see their teachers as friends. However, some Gen Y participants felt the advantage of having close ages to students.

> My relationship with the students is progressing like a brother and sister. But you have to balance it. In fact, after a while, I make friends with my students, and they consider me their big brother. The student graduates, for example. I come across him one year and two years later outside. There are many who do not say "teacher" but say "brother". I think I have such a relationship with the students.
>
> Yiğit

Not all Gen Y teachers could build close relationships with their students as Yiğit did. Erinç, for instance, criticized his inability to connect with his students.

> I need to be a more approachable person. I don't know but maybe it is my character. I put a barrier between me and the students. When I laugh at the end of the semester, students get shocked as they haven't seen me smile once during the semester. This is not good. I need to have a more approachable persona, teacher identity. I did not like such attitudes from my undergraduate professors. You know, a completely different person in the classroom, insincere when you go out.
>
> Erinç

Another Gen Y participant, Helin also expressed concerns about balancing the relationship when ages of teachers and students were too close. Resonating with Helin's remarks, Sıla complained about not being regarded as superior in any way due to her age.

To create that bond, there are some initial steps to pass through. First one could be effective communication. Almost every participant stated that this communication should be on individual level as all of them are unique. Yasemin highlighted the importance of seeing students as unique individuals rather than *a pack*. Melek warned other participants to be much careful in addressing students especially during the pandemics since what the student was going through may not be known.

According to one study, many of us spend 70 to 80 percent of our waking hours communicating in some way. Approximately 9 percent of that time is spent on writing, 16 percent reading, 30 percent speaking, and 45 percent listening. The majority of us are poor and ineffective listeners (Lee & Hatesohl, 1993). It is needless to say how important active listening is for an effective communication. In the education world, listening should transform into hearing. As an administrator, Doruk drew attention to hearing students:

> We emphasize it both in our classes and to our teachers. Ask all students while making a joint decision. Get their opinion. Taking an opinion does not mean we will realize all of them equally, but it affects the process of participating in the decision in a very positive way. Students need the right to speak.
>
> Doruk

Aylin, Yasemin and Jale stated that they allocated class hours for listening to their students. In doing so, besides learning students' side of the story, they got the chance to disclose their sides as well. This sincere interest, Jale said, "*helps to lower their guards*". As she put it: *"We are not lion tamers or ring masters"*.

A second step to creating healthy bonds with students could be developing the ability to see the world from their perspectives as well as showing empathy. Most participants agreed on the importance of catching up with their worlds and proceed from there. Jale remembered how grateful one of her students was when she let him have breakfast as he got up late before entering the online session.

Communicating with Gen Z can be challenging since they tend to speak their minds. Thus, a Gen Z teacher should be open to criticism. Among Baby Boomer participants, opinions differed as to whether welcome these criticisms and reflect on them wisely or simply avoid them since they were already a reckless generation compared to their Baby Boomer generation.

In line with Doruk's view, almost all participants underlined the importance of including students in the decision-making process for more effective results. It would motivate them more to proceed with a whole set of rules drawn by sharing from the very beginning, rather than a rewarding and punishing process in the middle. However, Ceyda and Perihan stated that it was not always possible to include students in every decision-making process since some rules and regulations were beyond students' even beyond teachers' power.

While opening up communication channels, participants were particularly meticulous in showing respect to students' opinions in order to receive respect from them in return. Başak took it as far as respecting a student's right not to participate in the class provided that they would not disrupt the lesson. She even planned to go one step further the following semester and would start to address her students with 2nd person plural in Turkish so as to break that hierarchy between the teachers and students. She thought addressing students with second person singular was belittling them and it could reflect badly on teaching-learning process. While reaching out to students, instead of jumping to conclusions, being patient was of utmost importance since students each had a different background carrying their unique personal packages**.**

Participants specifically addressed the issue of individual differences among students. They stated the need to acknowledge these differences both on personal and learner level.

> What I defend is humanism centred; that everyone is different. I enter the classrooms bearing this mind and I never approach them with a wholesaler attitude. Even on my online lessons, I memorized each student's name and kept their distinctive features in mind. You get what you sow.
>
> Arda

Aylin gave her studies as an example when she mentioned learning differences among students. As an undergraduate student, she studied mostly writing and taking notes since she was a literature student. However, some other students may prefer to adopt other study strategies. Expanding on the topic, Jale proposed differentiated activities by observing their individual differences.

A teacher cannot be a professional without being competent in her area of expertise. Settling with only four years of undergraduate study and not adopting a continuous learning attitude days are long gone. Perihan, having worked as teacher trainer for many years stated that professional development was actually very much related to a teacher's character. If the teacher was not enthusiastic for new skills or knowledge, all those trainings or workshops would be in vain. She added: "*Frankly, teachers should have that inner motivation to develop themselves professionally*". However, being competent is not enough to become a Gen Z teacher. As Doruk pointed out teachers should be equipped with universal skills to raise these students as global citizens. Instead of giving fish, participants agreed that teaching how to fish was of the essence:

> I try to provide a mindset so that they can apply it in any condition. I think I'm trying to explain the logic of learning English or a foreign language rather than giving information.
>
> Başak

Not only teaching how to learn the language, Doruk thought it was equally important how, and where to use what they have learned in class in real life.

With this generation, technology is an absolute must. All participant groups, Baby Boomers, Gen X and Gen Y announced technology as sine qua non. They definitely expressed the need for teachers to be up to date with technology since Gen Z was highly digital. The intensity of struggle may vary but all participant groups stated that they did their

best to adapt themselves to current technologies. They were very much aware of the fact that they would have lost students if they hadn't adjusted themselves to the requirements of modern day. When they were asked whether they could carry out their lessons without technology, their direct answer was a big "no".

> Since this is a language, I have to show my students speakers of the language. As the whole world speaks English, you can use different English accents etc. in different settings. Even their grammatical structures differ. They also need to see it in terms of their motivation. The second thing is that they need to see it in order to get away from an overly correct use. I cannot teach English without showing native and non-native language speakers to my students, without showing them their life habits, their culture. I'm not enough for them. Class is not enough.

> Ceyda

However, Doruk was a little bit cautious about the subject.

> Technology is okay. It's an important part of their lives but not everything. Teacher is not lost. So as a teacher, what can you add while presenting that technology? What is your contribution? What is teacher's role? "Let me open a video, and they will watch the video in this lesson without any complaints". This is completely wrong. These kids love interaction. They will ask you what activities accompany the video. They will question your purpose. In that sense it creates the responsibility for us to modify the process.

> Doruk

Another shared view among participants was that technology was not the only thing teachers needed to update themselves with. As they stated this was not a generation who learnt what was happening in the world when they switched on their TV sets or when they read the daily newspapers at home in the evenings. They argued that this was a generation who learnt everything at the exact moment it happened, mostly on social media. Many participants expressed how important it was to stay up to date with their interests if they wanted to connect with them:

> I try hard to keep up with their interests so as not to be a teacher who does not understand her students. If students think that their teacher does not understand them, they refuse to connect with her, which in turn affects the teaching learning process. So I follow Twitter, social media, I try to follow the things they laugh at.

> Ceyda

Jale confessed to following K pop culture to stay up to date with her students' interests. She said if teachers could not keep up with their interests, they would be looked at as people from dinosaur age. Even the social platforms, like Tic Toc, was of a research topic for many participants, despite being detested. Much younger participants in the study said that they were playing video games to address male students in the class. Doruk thought that by acquiring new knowledge skills, by following the current events, following the social media, learning the terminology, teachers could reach out to Gen Z and attract their attention. Almost all Gen Y teachers stated that they utilized common current events or jokes in their classrooms both to attract students' attention and create rapport. Even if they didn't carry these jokes into classroom environment, they stated that they should at least understand students' sense of humour.

The majority of participants agreed on the significance of creating a positive learning atmosphere. However, only some of them explicitly referred to abandoning using grades as a means of threat. In order to create a positive learning environment, participants proposed a number of ways. While Doruk drew attention to caring for students' well-being and carrying out student centred lessons, Başak suggested a free environment. Aylin insisted on flexibility whereas Arda talked about creating an open-minded environment:

> I am an open person. Every feeling or thought can be explained as long as it is not abused. The student can explain his thoughts in a way that he wants, in a way that does not disturb the environment. I'm just saying that thought will bind only him. I do not see any harm in this.

Arda

Jale highlighted the importance of a safe environment in order to start teaching and learning process. She claimed Gen Z students disliked threats and they wanted to be accepted as they were. They wanted an environment where mutual trust and justice prevailed, which in return would yield better academic results. She considered herself and the students a team:

> If they think that they will not be criticized much, they will be accepted as they are, then a sense of belonging develops which is in line with Maslow's hierarchy of needs.

Jale

Başak also stated that she got into other extra-curricular activities during class hour, sharing stuff from music to global events, which made them grow a sense of belonging. Commenting on the issue, Özlem drew attention to importance of smiling and radiating positive feelings and how they were effective in gaining students' trust. She said:

> Maybe their English did not improve much in this sense, but they did not isolate themselves, either.
>
> Özlem

No one wants to be in a dull environment and a classroom environment is no exception. An energetic, innovative, and creative learning environment was echoed by almost all participants. Perihan strongly believed that energy started with physical movements of teachers in the class. Delivering the course content while sitting all the time would bore students to death. Ceyda especially drew attention to energy while working with this generation. This not only benefited the students but also teachers. Melek mentioned how this generation's energy helped her to stay young and healthy. As most participants stated, Gen Z demand fast content in an energetic environment.

> This generation wants everything at internet speed. They are open to everything, and they always ask for something new. They want very fast, rhythmic things, fast paced activities like clip collages. "Quick" they say, "let's do funk".
>
> Jale

But in this fast-paced environment, they do not want the teacher to explain everything.

> I was a teacher who did too much for her students' learning everything to its bottom. However, this raised criticism for me. They asked me to leave some of the learning content to them.
>
> Çağla

4.4. How Are You Adapting Yourself to Gen Z Students?

It was evident from the interviews that the adaptation process of participants to Gen Z and their needs has not been uncomplicated. In fact, with the outbreak of pandemic and the rush to go on with online education has brought a sharp and hasty transition to the fore. Yet, the participants felt the need to reconcile with the new generation much before the pandemic. The data analysis revealed three main themes in relation to the third research question: teachers' behavioural adaptation, technological adaptation and teacher generational differences, which are reported below.

4.4.1. Behavioural adaptation

Noyan explicitly referred to one incident for her revelation when a Gen Z student was baffled at how his teacher would not understand his absenteeism for early morning classes since he had a sleep problem. Such demands would "*inevitably reflect*" on Noyan's teaching. She admitted to becoming more flexible as a teacher who had to bend her rules rather than dictating them. Çağla had similar realizations, which made her question her capabilities as an English language instructor:

> I can say that these last five years reminded me that I needed to change a little bit. I used to feel like "I am a charismatic teacher". I was very confident in my own style before. However, this belief has been shattered in the last 5 years. I had to renew my charisma in different ways.

> Çağla

Duygu became aware of her outdated teaching methods when she recorded herself while lecturing in the class and thought how boring she was. Elvan remembered her old techniques while teaching English. She used to take cardboards and stick them on the walls or cut slips of paper and made students match them. She gave up such activities many years ago:

> "Let's open the book and do the exercises on page 65", it is not something that will work anymore if we want to address the new generation.

> Elvan

Perihan, as a Baby Boomer, described her change of mind with the following excerpt:

I used to go to class thinking I was packed with loads of interesting activities. However, I was really disappointed when I saw students engaged with their phones under the desks instead of focusing on the so-called interesting lessons. Then I realized that I had to do something to make up for it.

Perihan

Aylin admitted that she had been trying hard to get rid of her prejudices. There were still many things that surprised her, but she wouldn't give the same reaction that she gave a decade ago especially on the matters of respect and mobile phone usage in the classroom.

While Jale said she adopted a learner role to catch up with Gen Z, Başak stated that she lowered her expectations from the students since they were at a foundation university and relatively well-off possessing a different attitude to academic success.

One final theme emerged during the study was participants' trying to adapt themselves to overly emotional and sensitive Gen Z. Both Erinç and Yiğit reported having difficult times with students when they started crying in front of them over frivolous matters.

4.4.2. Adaptation on technology

Most participants stated that they hadn't felt the need to incorporate technology into their lessons for very long years. Coursebooks, whiteboards, board markers and laptops for listening activities were more than enough for them prior to pandemic. Thus, their quick passage to online tools due to pandemic was the biggest challenge unanimously agreed upon. How they stayed behind the needs of the generation was laid bare especially during this period. Baby Boomer participants felt this challenge the hardest. Even though they did their best, especially Baby Boomer and Gen X participants, they still felt analog when compared to hologram Gen Zers. That should be understandable when most Gen X participants reported of seeing a computer the first time when they graduated from university. Jale's metaphor below illustrates participants' challenges on the matter:

We are trying to cook brand new recipes with stale ingredients. You say, "Oh, I want to cook this", but when you go to the kitchen, you only have a pan in your hand, but you don't have the spices the chef uses.

Jale

Most probably, the pan is a metaphor for old techniques and the missing spices should be the current skills that participants lack. Elvan acknowledged how far she had fallen back on technological competence:

Since we spent the last year online, the situation when we return to the classroom will not be the same as before. We have used every available application that exists, and I personally want to continue using all of them when we have face to face education. Because I liked technology. I don't know when my enlightenment would be if we hadn't been confined to our homes during this pandemic. And it wasn't that hard. The hard thing is to learn, to admit you lack some skills. This is how the pandemic forced us to adopt technology on education. In that respect, my teaching will definitely not be the same.

Elvan

Expanding on the topic, Noyan confessed to having little motivation with stagnant old teaching techniques prior to pandemic. Online education sparked a new kind of enthusiasm to teach. Çağla felt obliged to adopt these technological skills since the opposite would be failure of the teacher in front of the students.

However, participants still professed to owning a very little portion of technology that Gen Z utilized. When Elvan's Gen Z son turned up his nose at a video his English teacher showed during the lesson, Elvan had another revelation of Gen Zers' digital level. The technology participants used may be a breakthrough for them but for students it may appear very simple and basic since they were engaged with high tech games and animations.

Most Baby Boomer and Gen X participants admitted to getting some help from their children or even grandchildren with technological issues. While Aylin said she got help from her son, Yasemin was helped by her 6-year-old grandson. Not only from family members, but participants said that they really helped one another with the technological issues. Teacher collaboration was at its highest especially during the pandemic online education. Most Baby Boomer and Gen X participants were helped out by their younger colleagues or their students.

Even late Gen Y teachers felt that they had fallen behind technology. Dilan conceded having a bit of difficulty in digitization for it was something new and she had to deal with a lot of information to synthesise. Sıla mostly felt she was far behind the new generations' video games or some recent online platforms. Not that she felt shortness but a bit of difference.

Ceyda was a bit harsh on teachers who couldn't adapt themselves to the generation's needs. She thought the best thing those people could do in the name of teaching was to leave the job to be of more use to students for they could not address the generation and keep up with the changes.

4.4.3. Generational differences among instructors

During interviews, some generational differences among participants surfaced in terms of their attitudes towards Gen Z and their colleagues.

Almost all late Gen Y participants expressed how lucky they were still in the same age group with their students. It was obvious that knowing Gen Zers' language, what they were talking about, the tools they used gave them an extreme advantage. It meant a lot to students that their late Gen Y teachers knew what they knew and loved. They even directed their questions to their Gen Y teachers rather than Gen X or Baby Boomers since they felt more comfortable communicating with them.

However, working as an administrator, Doruk thought that closeness of age could also cause some problems both for the instructors and the students.

> From time to time, there may be requests from the students for a change of class for our Gen Y instructors. The biggest problem there is the conflict with the students. In the context of professional development, our teacher may not be well acquainted with the students, and she may be forcing students to behave as she wants. Or this may be due to the fact that the generation gap between our Gen Y instructor and Gen Z students are very close, maybe all that conflict stems from the effort to act as a highly experienced teacher in order to make up for that difference.

> Doruk

However, he still considered Gen Y instructors much more active with students in the classroom. Commenting further on the topic, he stated that they spoke the same or similar language. And the generation gap was minimal. However, the student enjoyed this as long as Gen Y instructors protected this advantage within the framework of expertise and professionalism.

Gen Z appear not to have been a shock to all Gen Y instructors. As they stated, Gen Y participants saw a difference between their first students and current ones, but the difference was not as big as those 20-year or plus experienced instructors saw.

Aydın admitted how he benefited greatly from Gen Y teachers especially on technological issues. As he did not receive any particular education or training on technological applications of English language teaching, that was truly a blessing for him. However, he also said that Gen Y teachers were more used to taking risks. Therefore, their experimenting with technology had become their second nature.

A Gen X participant, Çağla, asserted she had difficulty in adapting herself not only to Gen Z students but also to Gen Y instructors. She had some confusing feelings about Gen Y instructors' work ethic. She described herself as a modern slave while she thought the same devotion was not shown by Gen Y instructors. However, another Gen X participant Şermin disagreed with Çağla on that matter stating that there were devoted Gen Y instructors despite their young age. Instead of stigmatizing the whole Gen Y instructors devoid of dedication, the difference could only stem from personality traits. Still, both said they envied Gen Y for not wearing themselves out and not prioritizing their works as they did for many years.

During the interviews, Gen X was observed to be the most affected group when trying to adapt themselves to Gen Z. While there were some Gen X participants acting like Baby Boomers who mostly took it hard to change themselves, there were still others who saw Gen Z as an opportunity to improve themselves professionally.

Through his administrative experience, Doruk's contribution to the study was invaluable since he could observe different generations at work. When he was asked to

comment further on Gen X participants, he said they mostly received requests for class changes for Gen X instructors.

> If Generation X teachers do not update themselves and continue their teacher-centred approach with old-fashioned methods, they encounter resistance. The student begins to question and asks for a class change. Especially in this period, we receive plenty of phone calls from students. "I want to change my class because our teacher carries out very dull lessons. The tone of the teacher is always the same". What he actually wants to say is: "The teacher does not enliven the lesson according to our needs". But that doesn't mean that Gen X teachers cannot reach out to these students. We have such teachers who belong to Gen X and by keeping themselves open, acquiring new knowledge skills, following the latest trends and social media, learning terminology, they can reach out to these children and attract their attention.

> Doruk

As a Baby Boomer instructor, Melek harshly criticized her own generation for having classic, oppressive and imposing behaviour and attitudes. She asserted no training would loosen them. However, a few Baby Boomer participants said they did not want to act their age and strived hard to catch up with the latest trends in language education. Noyan, being the deputy head of the curriculum department who has close contacts with every teacher in the institution, vouched for their adaptation struggle.

Still, several other Baby Boomer participants demonstrated stricter attitudes both towards Gen Z and their colleagues. Ali argued that students who wanted to find easy ways to pass their classes didn't stand any chance with his generation. They should find courses given by much younger colleagues. Ayşe gave examples from her own school days and said they would be very much afraid of their teachers when they were at university and never dared to criticize them. How could Gen Z students criticize their teachers? Where were their manners and respect to their teachers?

In summary, there were differences in participants' attitudes to Gen Z and their colleagues. What Başak said could initiate to pave a way for instructors to adopt different attitudes. She lamented not having been given the chance to mingle with different generation teachers:

> We really have a lot to learn from older teachers. My generation, we learn everything from YouTube by opening tutorials. This is our source of information. But older

generations do not exist on YouTube. The one that do exist are our generation. In other words, there is no information flow between generations.

<div align="right">Başak</div>

4.5. How Does EFL Learning Environment of Generation Z Differ From Traditional Ones For Instructors?

Six broad themes emerged under the research question: comparison of Gen Z to other generations, classroom management, attitude to learning the target language, technology use, recommended activities and skills development.

4.5.1. Comparison of Gen Z to other generations

From time to time, participants gave examples of how they learnt English. Atilla, for instance, being a pre-Internet generation, stated that he practiced listening by rewinding C90 and C60 cassettes with a pen and listening to the same tapes 30 times. Erinç talked about how much he enjoyed being taught English via songs in the class. Ceyda remembered endless pen and paper study through worksheets given as assignments when learning English. While being brilliant at grammar, she lacked listening and speaking skills. For the reading passages, no warm-ups were done by teachers, they would simply sit and read and answer the questions of the reading text. The only technological aid was a tape-recorder. Dilan as a late Gen Y teacher had similar learning experience. She learned English by writing, drawing, taking notes, and going over it. They did not have many visual presentations. It was an education that included mostly books with very long reading texts and notebooks to take notes.

Commenting on student behaviour, Füsun remembered her school days and how they could not dare to ask any clarification questions to their teachers once receiving verbal or written instructions. Dilan thought they were a much more docile and cowardly generation:

Once our teachers got angry, we wanted to drop the class. "How am I going to look at the teacher's face again?"

<div align="right">Dilan</div>

Now, especially with online education, teachers had to share their phone numbers with the students. However, Helin said that she did not have any of her teachers' phone numbers when she was at university. Access to teachers was only possible via e-mails. Now, she had only her thesis advisor's phone number and while she texted to him, she was extra careful to write in a formal language.

When Yiğit reflected on his learning the language, he said that he was not very comfortable talking to teachers. However, he admitted being a little bit naughty when he was studying at Preparatory. That, he said, enabled him to empathize with students now. Erinç, sharing the same feelings conceded not being comfortable showing his feelings to his teachers. Although there were some matters that they were not happy with, Canan wouldn't ever think of criticizing her teacher because there must be something the teacher knew. Başak, having studied at a very crowded literature department at a state university, complained about not being acquainted by her teachers. Whether she was a cheating student or not, teachers would have no way of knowing since there were too many students. That's why they were incredibly careful and well-prepared students. Once she remembered being dismissed from classroom since the teacher thought they hadn't studied in advance for the course. Actually, despite being prepared for the lesson, they were so afraid to talk that the teacher got them wrong. There were many other differences in terms of opportunities and conditions between her generation and Gen Z. She was staying in a state dormitory. She had to find a job. Conscious of this, she was always trying to do the best possible. In her time, there was dial-up internet. They did not have internet access or smart phones.

When Ceyda compared her learning to that of Gen Zers', she said the biggest difference was observed on the attention span. When she was a student, even if the lecturer spoke for hours upon end, she wouldn't lose her concentration. She questioned whether that was a generational difference or merely a matter of personality trait. Like Başak, she would stay quiet, which could have been misinterpreted by teachers. She would not express her feelings in an out loud way. Her generation thought a good education is the path to landing a good job. They were not raised to be good people but rather people with good education. In the classroom, there were of course one or two students detached from the lesson but the others were engaged verbally or mentally in the lessons. In line with Ceyda's views, Aydın also stated that for his generation, the meaning of life was getting a good education, which opened the doors for your career.

Besides focusing longer in the lessons, Dilan remarked that some Gen Z students were very creative while others lacked even basic skills of understanding. She said, with her generation, the fluctuation in creativity was much lower.

Özlem believed their learner autonomy was much greater when she was a student. They were always in pursuit of knowledge with limited access to teachers and always in a formal manner. It was a kind of obligation for them to be disciplined students. She acknowledged being a very involved student and very bored in summer breaks away from school studies. Learning systems varied from teachers to teachers, however, she admitted that they had more interactive lessons with native teachers.

Ali, who is a Baby Boomer, admitted that now, it was difficult to have students sit at their desks and have them read a book or do their homework like they did 40-50 years ago. Ayşe reported much stricter rules when she was a student at university and said: "*At university, we were afraid of the shadow of our teachers*". While Duygu remembered how enthusiastic they were when studying as a group, Çağla reported the rarity of students doing their M. As or PhDs let alone studying abroad.

Aside from describing their generations' experience of learning English, Baby Boomer and Gen X participants also compared them to previous Gen Y generation. Participants fell into two categories here: those who favoured Gen Y and those who favoured Gen Z.

Bena believed Gen Y were more responsible. For example, in a classroom environment, if a student missed a page number, he would ask his desk mates first before asking the teacher. Likewise, Noyan regarded Gen Y more willing to participate in the lessons.

Perihan could not define Gen Y as truly digital natives compared to Gen Z. Gen Y liked watching videos or learning the language through songs, which was a big difference between them and Gen Z. Expanding on the topic, Yasemin thought technological skills of Gen Y were seen as plus skills. And she added that there were of course impatient students among Gen Y but not that many compared to Gen Z. They were very determined to use the language they learnt in the classroom as well.

Nagihan remembered her good old days with Gen Y and said that she was having no problems in attracting the students. There were no such concerns as increasing the motivation because they were already ready and delighted to see the teacher and learn something from her. Ferhunde concurred with the idea, and she claimed the aim of Gen Y was to learn more.

However, there were some other participants who felt more pleased with Gen Z students. Seval argued that Gen Y and late Gen X were a much duller and more reluctant group of students. They were also low in academic achievement and less challenging to teachers. Commenting further on the issue, Elvan claimed the previous generation mostly laid their hopes in foreign countries to learn the language instead of utilizing their resources here in Turkey. Arda fell in line with Seval and said, in terms of discipline in the past, there were students who seriously abused good intentions, which would severely fray the nerves.

4.5.2. Classroom management

A variety of perspectives were expressed on Gen Zers' classroom management. Some felt Gen Z were much easier to handle in terms of classroom management, while others considered them harder to deal with. As a Baby Boomer, Melek reported no difference in classroom management. However, Arda felt much contended with Gen Z in terms of classroom discipline:

> Not having had any discipline problems in the last 5-6 years academically is very enjoyable. Maybe it is because of my age. It may be due to students, but in the last 5-6 years, no student has ever abused my goodwill.

> Arda

Expanding on this topic, Ceyda said she had never been in a situation to send a student away from the classroom due to misbehaviour in her 10 years of teaching experience.

As an administrator and a teacher for 15 years, Doruk said discipline problems have decreased to a minimum compared to the past. When asked if there was a connection between discipline problems and the departments students studied at, his answer was a straight "no". Between students whose medium of instruction is Turkish or English, there was no difference in terms of discipline and classroom management.

However, an overwhelming majority of participants believed that even discipline problems could vary from department to department. With higher cognitive level of students, they did not encounter any discipline problems. In that respect, their favourite student groups were medicine, dentistry, law and molecular biology. Participants expressed their wish to work with these group of students who took responsibility for their own learning and created fewer or no discipline problems.

Several other participants expressed they were sweating more when working with Gen Z. The following comments illustrate Bena's perspective on this matter:

> Just as I am in the middle of my sentence explaining something, one student asks an irrelevant question like: teacher, what page are we on? He sees this as his natural right. A natural right to disrupt the lesson, break the concentration of the class. Even though I try to warn him, he still does not acknowledge his mistake and the next lesson, same scenarios are played out again.

<div align="right">Bena</div>

Rana had similar experiences in her class. She said a student could ask an irrelevant question out of blue such as the meaning of a word. When Rana asked how he came up with that word, he would simply say from a game he played, and the word just popped up in his mind. However, she found a way to deal with such students who had low concentration levels by assigning them physical tasks in the classroom such as checking the computer or changing the slides.

While Ayşe complained about being distracted a lot by student misbehaviour, Ali came up with several reasons for their disobedience. He believed students' incompetency or mixed levels of proficiency in the target language could create some classroom management problems, as well. Ayşe, Nagihan and Ali believed the system was too lenient and interfered by parents, which led teachers to lose control over students. Mine complained about some students lacking people skills and that there were students who smiled at teachers on being scolded. Yiğit offered an explanation to this as Gen Z students being more comfortable and at ease with teachers. Jale reported some Gen Z students' having oppressive parents at home could lead to discipline problems in class since they never learned how to use that freedom within the campus.

A disciplinary system without the regulation of rules is unthinkable. In all cases, the participants concurred that students should be included in the decision-making process especially on creating the classroom rules so that they could own the process and its consequences. If rules were imposed more than necessary and without a rational backup, a resistance to these rules would be inevitable. Although participants expressed that they came up together with the rules and their underlying reasons at the beginning of the academic year, as the semester wore on and the teacher and students got friendly, following those rules could get hard. They also mentioned that they were not the rule makers any more in the classrooms but rather the students made them. However, the participants on the whole demonstrated a kind and firm attitude with effective communication when exercising disciplinary rules in the classroom. They also believed in a system where ridiculous or unnecessary rules should be bent to protect the integrity of education.

Both Başak and Ali thought that there must be consistency in applying the rules. If a rule was abused and the teacher did not take any action against it, no matter how good the student was, no matter how much mutual respect was shown in the classroom, the system broke down. Fortunately, participants found ways to become flexible when applying the rules.

Jale and Aylin highlighted the importance of finding a middle ground when it comes to applying discipline in the classroom.

> As a result of those harsh disciplinary acts, the student feels anger and rejection. After a while, it goes as far as bullying the teacher. I'm not saying physical violence, but it makes you angry. It does something to disrupt the lesson.

Jale

Aylin clarified what she meant by flexibility.

> When I say flexible, I don't mean "let it go". Because I always believe that there should be rules. But you also need to be in situations where you can say "OK, let's do it your way". This is what I mean by flexibility. Otherwise, you lose the student.

Aylin

Başak had a complete idea of where she stood in the class. She was well aware of her teaching position. When she needed to intervene, she tried to do it as friendly as it could be. She also came to an understanding with students both on individual and class level. She could draw some deals with certain students on maintaining classroom discipline by allowing them to act as they pleased without disrupting the teaching learning process or she could grant some privileges to certain classrooms provided that they met the objectives of the lessons like allowing them not to turn on their cameras during online lessons as long as they participated in the class. However, she said this must be done with utmost consistency since it was fragile area that could be abused by other student bodies.

As mentioned in previous section, Gen Z have a different perspective on authority.

> There is no such thing as "whatever the teacher says is right, we should do it his way, too" in this generation.

Atilla

Anything illogical will not gain ground among Gen Z students unless it is rational. Doruk pointed to a problem among students and Gen Y teachers. Since there is not much age difference between late Gen Y teachers and Gen Z students, Gen Y teachers naturally tried to maintain authority through fake authoritative stances. But as Doruk said:

> If you approach them with "I am the boss", they will start questioning and criticizing you. "In what sense, teacher? What do you mean?"

Doruk

Mobile phones and attendance were two topics participants mostly had rules for. How participants dealt with them are as follows:

Most participants admitted that their reaction to mobile phones was not the same as it was 5 years ago. Ayşe said she never had any problems with students' use of mobile phones because they never touched them. However, in online sessions, she suspected that students were using their mobile phones from their smiles with heads bent down as her lessons were not so entertaining to make them grin. Yiğit and Helin first tried banning cell phones when they first started teaching but then they saw it created bigger problems. So they integrated

mobiles into teaching and learning process or they allowed its use only at emergencies. Sıla said she would not consider mobile phones a great problem in the classroom but when she saw student playing games on it, she just dropped insinuations. Erinç preferred to have empathy with students, and he said he used his mobile phones during his M.A lessons to check up on his messages or some news. And if his professor had removed his mobile phone, he would find other ways to engage himself like drawing pictures. Melek and Ali suggested letting students use their mobile phones and send some text messages as they couldn't solve those discipline problems completely in a detective way. If it did not disrupt the lesson, why should they care?

For the topic of attendance, a variety of perspectives were expressed. As Noyan mentioned in previous section, Gen Z saw it their natural right not to enter early morning classes. It was obvious that participants and Gen Z students did not see eye to eye on attendance issue. In fact, Gen Z being overly sensitive, Erinç complained about how students started crying when marked absent on arriving classes late. On the other hand, Baby Boomer teachers had stricter rules when it came to attendance. They believed attending the lessons did not mean participating and most of the time students were there just for the roll call. Latecomers should not be forgiven in case they repeat the same offence again. However, by doing so, Baby Boomer participants had fallen unto non-favourite teachers' category but all they did was to impose the rules. It was already very difficult for them to multitask especially on online education. So how could they proceed with the lesson and admit latecomers into the session at the same time? However, Ali kept absenteeism record on a weekly basis and let students keep track of their attendance, which in return enabled students to be punctual.

4.5.3. Attitude to learning the language

The majority of participants stated that although students were nervous about not being able to pass Proficiency exam and grades may emerge as the driving factor to learn the language, they actually tried hard to internalize this learning process and study beyond classroom walls. Instructors were mostly surprised to see a much more willing and disciplined group of students when compared to previous years. Gen Z were aware of the process of language learning and what it would take so they started very methodical from the very beginning. Since they wanted to use the language at every opportunity that they could find, they even texted their teachers in English although no such obligation existed.

They mostly owned the language learning process and even if they had plans to improve English abroad, they tried their best to learn the target language to its fullest in the classroom first. On the other hand, some members of the previous generation did not believe that they could learn the language in the classroom, so they laid their hopes to learn the language in foreign countries. All in all, participants were enthusiastic about revealing Gen Z students' awareness of the value of learning the language when playing games, opening a You-tube channel, writing a blog, watching films or advancing in their careers.

Seeing that perception, participants stated that they tried more to raise awareness on the necessity of learning the target language. Başak, for instance, talked greatly about her experience abroad and highlighted the importance of lingua franca as well as providing them with techniques and strategies to learn the language easier and faster. Students who were interested in Erasmus programs or studying abroad listened attentively to what teachers told them. Even if they graduated, they still kept in contact with their teachers to get recommendations about anything related to English exams. Ceyda said being an English teacher gave her the advantage of integrating many different interdisciplinary topics into the lessons and thus helped students to gain knowledge of the world, as well. However, Nagihan, having taught from Baby Boomers to Gen Z, thought that even top Gen Z students had actually an inclination to object to learning the language since they were satisfied with a mediocre level of competency.

A common view amongst participants was that Gen Z demanded to know why they were doing an activity. If teachers of Gen Z desired a positive attitude to learning the target language, they had to explain the rationale behind each and every activity. Doruk acknowledged Gen Z as a pragmatist group. If teachers could produce satisfying answers for the benefit of an activity, then they surrendered and embraced the process. Jale explained this further:

> Why do I need it, where will it work for me? A constant questioning. What does it push you to do? God, I'm going to do something, but is it something stupid? How does this really work in real life?

<div align="right">Jale</div>

Mine also uttered the same concerns. If the activities they did in the class did not make any sense, they simply refused to take part in them. Aydın gave an example of writing a blog. He said students participated greatly in the task because they saw how it could benefit them in real life. But he also said that if students could not find usefulness in the task, they learnt it just enough to pass the exams. Academic English group of students asked their teachers why they hadn't started ESAP courses at earlier stages since they discovered how they would profit from these courses in their professional lives. They also participated in certain skills more since they saw the advantage of them more in real life.

Jale reported her students' complaints on impractical uses of the target language: "*In real life, who says, "Let me read an article and answer the questions?*" What would happen if they did not know how to use *would like* structure? In the classroom, students gave examples from the games they played or series they watched. She reported that they were in a *hurry* to use the target language, so they did not want to bother themselves with the tiny details of grammar points. Outdated topics like comparing two places or writing an e-mail, teaching directions did not have any practical uses in real life.

Ferhunde, on the other hand, said pragmatism did not work only for idealistic purposes. Students could become really pragmatic when it came to getting good marks from the exams.

4.5.3.1. Motivation and participation

Students' backgrounds definitely played a big role in their motivation to learn a foreign language. Not having had prior knowledge about the medium of instruction created a vicious cycle, decreasing students' motivation and in return, creating incapability to learn the language. Quite naturally, students found the language learning process arduous. Coming from different universities and not having adequate level of English were other factors to lose motivation.

When participants were asked what they did to increase student motivation, Erinç said he did nothing special. Having experienced his previous efforts to go down the drain, he quit struggling. On the other hand, Ceyda said she spent almost all her energy on increasing students' motivation by showing them the global English used in every part of the world with different accents and even with different grammatical rules. Most participants working

at Preparatory reported they didn't have time to deal with motivation since the pacing was too fast.

Two types of motivation emerged from the analysis of the topic: one that is based upon needs and the other based on interests.

Certainly, the needs for learning English are pretty much different from those 30 years ago.

> 20 years ago, when students were planning to skip the classes, they would come and ask me:" Teacher, are you going to teach anything important today?" Important meant grammar those days. And if I told them that I would be teaching an important grammar point, say Reported Speech, then they would stay in the class. But this is not the case today.

<div align="right">Aylin</div>

Commenting further on the topic, Aylin stated that she never believed in extrinsic motivation, reward or punishment. She believed in creating a need for intrinsic motivation. Even if the student thought he would not need to learn English because he would be a physical education teacher (P.E), she felt the urge to emphasize the essentiality for even a P.E. teacher to learn English. And in Turkey, no one could be sure of what job they would be landing. Başak's remarks underscored the importance of being ready for any alterations in Turkey. The constant changing standards of exams and jobs in Turkey and in the world required an English teacher to be prepared for those shifts in business life and prepare students accordingly. Increasing motivation through essential courses like TOEFL would definitely decorate their CVs as well as adding up to their international skills since this generation were enthusiastic about studying abroad.

Most of the participants talked about promoting the awareness for English language learning. If those needs for learning the target language were demonstrated well enough, they would be much more willing to participate in the activities.

Noyan had a metaphor for motivation based on needs. Pragmatically, students were motivated when they believed that they would benefit from it: "*It is necessary to show these children a carrot rather than grades, a reward or a punishment*". Resonating with Noyan's

metaphor, Çağla also believed that: "*When they see that something is going to work them, it is a much greater motivation than high grades*".

Several other participants had different ideas on students' motivation. Perihan thought the motivation of this generation seemed a little more financial to her. When she asked about their plans for future, students usually talked about how they would get rich from the shortest route. They were very much interested in taking the easy way out and advancing in the areas they found fun to make money.

Reflecting on the issue after having worked with four generations, Nagihan thought Gen Z had less motivation due to mobile phones they owned. Most of their concentration was on the text messages they received, which in return affected their motivation. Arda's attempt to increase motivation proved to be futile since his group of students learnt whatever they needed to pass the exams and for the rest, they did not lift a finger. There were some other participants who questioned whether motivation varied according to departments and whether there was a relationship between the competency and skill set of a teacher and the different levels of motivation in the classrooms.

The second motivation type participants mentioned was based upon the interests of the students. It was mostly reported that depending on the topics of interest, students' motivation increased much higher but not with coursebooks containing pictures of tape recorders. Another shared view among participants was the improbability of improving motivation with old fashioned techniques. Although some participants expressed the gravity of appealing to students' interests for much stronger motivation, they also acknowledged the infeasibility of the intention.

When participants were asked about the interest areas of Gen Z students, social media came to the fore. In addition, female students' interests were reported to lie in series and songs while male students were involved in videogames. They were especially enthusiastic to learn the language for online games because they needed to communicate with people in the game or understand the instructions. However, what Melek said reflected all participants' view on the matter. Simply by asking how students felt at the beginning of each lesson could create miracles at any stage of learning.

As Doruk highlighted below, increasing Gen Z participation could actually be much effortless than instructors believed.

> When you use technology, their participation increases. When you tell them why you are doing that activity, their participation increases. If you tell them where and how they will use the target language in real life, their participation increases.

Doruk

All of the participants assented with another that participation was much greater when they incorporated technology and social media into their lessons. Jale talked about dominant cultures and interests among Gen Z like dark cartoons and tooms, series, animes, manga, twitter. She highlighted the importance of incorporating their outside class interests into lessons. This way, students found class materials more meaningful and real. So, staying up to date for teachers emerged as a prominent thread in this study. Yet, as Yiğit reflected, there were still five students out of twenty who remained passive no matter how hard the teacher tried.

Başak never forced her students to participate in the lessons actively. And she discovered something interesting. There were some students who rarely participated in the lessons. The ones that participated a lot were taken granted by the teacher, so it did not make much difference at each time they joined the lesson. However, the students who once in a blue moon participated, knew they would be appraised more by the teacher and got better participation marks from the teacher. These students may have actually discovered something shrewd and cunning.

Like her colleagues, Ceyda and Doruk disclosed that one of the essential duties of a teacher was to create lessons in which students greatly participated. Traditional teacher centred "*I enter the class, I teach my lesson and I do not care if they understand or not*" should never be practised with this generation,

Özlem called attention to thought provoking elicitation activities because they made students think:

They can stop being passive listeners and become active participants. When I increase communication and interaction as much as possible and give them more roles, when I impose responsibilities, they become less passive.

<div align="right">Özlem</div>

The majority of participants concluded that they were accustomed to silent students in the past. However, Gen Z did not back from expressing themselves and participating in the lessons. Still, a few participants complained that Gen Z students did not participate unless they were asked questions individually.

Another novelty with this generation was the transformation of participation into active engagement.

I think that participation should no longer be fully active participation. Maybe the student does not like being on the spotlight due to individual differences. He may want to stay quiet, passive. Or he may have the concern not to butter up the teacher. But that does not mean he is not fully engaged in the lesson.

<div align="right">Aylin</div>

Jale's discourse revealed similar views. Active participation days by raising up hands, jumping up and down were long gone. Başak offered an explanation for that passiveness. A lack of social skills may be the reason for absence of physical participation. According to Perihan, this situation inescapably caused demolishing the formal traditional way of joining the lessons like putting up hands. Rather, they tend to interfere with the teacher right in the middle of the sentence without raising their hands or establishing eye contact. Gen Z being a difficult generation to please, Nagihan had to search for and prepare attractive materials for them prior to lessons in order to make them take part in the lesson. Inevitably, that created a lot of workloads.

When participants were asked to reflect on how they approach rewards and punishment as a means of improving motivation, most of them accentuated that they did not work in literary sense. Explaining this further, Rana said she avoided using physical rewards because she could not forestall students asking coffee from Starbucks as rewards. Instead, she chose to reward them by praises. Or sometimes, she just turned punishments into learning activities. She asked a student to give a presentation about his favourite brand of mobile

phone after she had caught him surfing on the net for the best brand of cell phone to buy. The next day, the student delivered a presentation on the topic being unaware of the punishment being turned into an activity.

Canan rewarded them with a fun activity such as a short film. In parallel with Canan, Ceyda and Jale also preferred encouraging praises to reward the students even if their success was not noteworthy. They never applied the punishment system since Gen Z did not have a concept for punishment, and it was outdated.

Like her colleagues, Doruk revealed below Gen Zers' attitude to rewards:

The reward is important to them, but it's not everything. It is a motivational tool, it is good, they enjoy it, they're happy, but they don't do everything for the reward. The reward isn't the only motivation in their life.

Doruk

He also warned teachers to be careful about punishments. Further commenting on the issue of punishment, he claimed that Gen Z absolutely hated punishment. If she didn't want to lose them, the last thing an instructor could do to these kids would be to punish or threaten them.

Participants also suggested differentiated motivation. Başak applied different motivational tools for each student. If the student liked leadership, she focused on such skills when motivating the student. She affirmed every student had different reasons for coming to school. Resonating with Başak, Ceyda acknowledged different backgrounds of students necessitated different motivational acts or tools.

When participants were asked how students approached grades as a means for participation, their disclosures were full of contradictions that did not align with what they said earlier. Although they had portrayed Gen Z enthusiastic to learn the target language, the statements below demonstrated a thousand year of student custom of studying for grades.

Almost all participants acknowledged grades as a motivational factor. In Academic English, students' aim is mostly to get A from English courses. Since English had high credits among other departmental courses, getting a high grade meant better GPAs and they

were not blamed for that matter. When asked why good grades mattered so much, cost of education necessitated students to be more careful with their grades.

Erinç thought Academic English Courses were mostly exam-oriented courses rather than developing four skills for academic purposes. If writing would appear in the exam, they studied for writing. But if a certain component was missing in the exam, they did not care about it. Apparently, motivation was shaped according to usefulness in the exam. Ayşe saw nothing wrong for students to study for exams since by doing that, they also learnt. However, Perihan thought within the last years, courses focused more on developing four skills rather than exam-oriented approach. In the past, teachers tend to skip listening and speaking sections of the books, however, they now focused on them as well, but this may be more valid for Preparatory courses.

Not only in Academic English courses but also in Preparatory, students usually studied for the grade they needed to pass the proficiency exam. If they needed 13 points in writing, they studied only for those 13 points and nothing more, said Canan. Very few students cared for further learning. In line with Canan, Helin concluded that students did whatever needed to be done to pass the proficiency exam mechanically. Their interests and needs were within these and limited.

Participants also reported that English was associated with exams not only at university but also after university. There were many incidents of graduate students reaching out to their English instructors at university to ask questions about TOEFL, YDS or YOKDIL exams.

At the institution, participants have Teacher Assessment Grades (TAG) to evaluate student participation and engagement in the lessons. The weight of that grade could vary according to courses. On being inquired into the effectiveness of TAG, some participants stated they used it to push participation since students cared about that 10 percent TAG. However, Canan said if a course had 5 percent TAG, that wouldn't be enough to promote participation. She had to force the students to hear their voices. The interesting thing was students mostly took that 5 percent for granted.

Doruk implied a different attitude on the matter:

If you approach students with mere grades like "I'll give you 100 if you participate", this does not push children in the context of participation at all. But I think we can better capture them and increase their engagement when we give them ample opportunities to participate.

Doruk

4.5.4. Technology use

In previous section, technology was stated as sine non qua for both Gen Z and participants. Thus, participants were asked to elaborate how they incorporated technology into their foreign language education classes. Erinç thought the absence of technology is anachronism.

When you watch a video to support the content you want to teach, it is more effective than the lesson you teach without using this technology or video. Students become more engaged.

Erinç

Both individual and focus group interviews uncovered that participants tried to utilize cell phones in the lessons. What Melek said illustrated most participants' view on the matter:

Cell phones are part of these children's bodies. We cannot separate them. Because it is so, we need to find ways to integrate them to lessons such as for dictionary purposes.

Melek

Participants provided effective representations of cell phone usages in the lessons by carrying the learning material onto student learning systems platforms such as Kahoot, Socrates or Quizlet. There was another benefit to using mobiles in the lessons. When students took their phones in their hands for the purpose of the lesson, they also got rid of their addiction of their phones.

Not only cell phones but learning management systems were also used especially during online education. Duygu thought these systems enabled moving out of classroom and creating a flexible environment of teaching and learning free of time-place boundaries. She made use of Learning Management Systems like Moodle or Edmodo. She felt technology

was indispensable. Füsun also affirmed what other participants stated and offered new technologies for translation courses. She believed the current translation courses would change a lot in 1-2 years and it would be impossible for them to teach this course with the current materials. As students discovered those cat tools and translation sites, the courses would have no choice but to evolve.

However, the participants called attention not to burden students with tens of applications since hundreds of them appeared each day. Rather, they preferred carrying out technology incorporated lessons. Melek, however, thought language applications at least should be demonstrated to students since they did not know anything about them even though they were considered to be good at technology. Many Baby Boomer participants commented on the speed of technological process from tape recorders to computers and internet in the blink of an eye. One Baby Boomer participant expressed concerns about excessive usage of technology and gave the example of traditional education system's benefits designed for top entrepreneurs of Slicon Valley children.

Many Gen Y participants welcomed the opportunity of integrating *distractions* into lessons to engage students. All those social-media platforms like Instagram, Twitter were also utilized for the purpose of language learning. Jale even gave a simple but effective way to use a Twitter account in language learning, which she had watched on one of TED talks.

When Arda was asked how Gen Z students would react if they entered the class with tape-recorders, overhead projectors, posters or blue tags which were used 20 years ago in language classrooms, he replied: "*that would be nostalgia*". Maybe students would enjoy it for a couple of lessons but then they would drop the lesson in the add-drop period.

Aydın drew attention to a weakness of teachers. He said although they were successful at selecting digital applications or platforms or materials to use, they lacked the necessary skills in producing digital content. They could go no further than adding sound to power points when it came to producing digital content for language learning. So they had to make do with the existing ones on the internet.

4.5.4.1. Online platforms

Online platforms were unquestionably turned out to be the saviours of Gen Z instructors. Besides aforementioned benefits, participants believed that digital platforms were much more suitable for people of the digital age. Like her colleagues, Ali revealed how internet was a great aid in communication-oriented lessons. Almost all students had access to internet and had certain connections to outside world in the target language. He added that students already taught themselves a lot, so teachers needed to be in collaboration with their students to discover more of these resources and incorporate them into their lessons. That way, a great archive could also be created.

4.5.4.2. Films and series

Films and series were the most uttered examples of internet assistance to language education. Yasemin suggested that the success rate of students who were interested in listening to music, watching movies and TV series in a foreign language was relatively higher than the ones who did not. In fact, from what participants posited, this generation was very much into movies and series, not in the classic sense of previous generations sitting in front of TV and watching one episode per week, but mostly viewing streaming channels like Netflix. They liked learning about other cultures picking up everyday language used in these series. Erinç even mentioned how he paid for Netflix membership when he used to work at a language course to show episodes from the channel. However, when he opened an episode of a series at his current workplace, students appeared uninterested like: "*Why are we doing this right now? Can't we just go out if class is over*?". This could stem from students' diverse interests on the matter and would not conform to teacher's choice of material to be viewed.

This also led to the emergence of another important tendency among Gen Zers, which was the fact that they did not like long videos as previous generations did. As Perihan put it:

> Videos of more than 5 minutes definitely do not go with them. They immediately fall into a state of smugness. So I try to prepare short videos with worksheets to make the task more challenging.

> Perihan

4.5.4.3. Music

Another thing this generation disliked was instructors' use of songs to teach English in the classrooms. Erinç talked about his disappointment when he played a song as a reward after a hard day's study. However, he was met with students' blank and disapproving faces. As a Gen Y participant, Erinç concluded that his interests were much different than those of Gen Zers' in learning the target language in the classroom. Perihan also remembered one of her experiences with music in the class. She had prepared a video with a background music on, but the music did not play during the lesson:

> "Oh, the background music didn't come out, oh my God," I said in class. And one student said, "please teacher, you weren't going to play us a song, were you?" That moment, I understood that playing music to them was now old fashioned.

> Perihan

4.5.4.4. MKO

Technology and internet have become More Knowledgeable Other (MKO) in a sense. Using mobile phones for online dictionaries or attending online courses on Udemy-like platforms alleviated the need for a human teacher.

As participants mentioned, they did not see themselves as the source of learning the language. Rather they preferred to act as guides or mentors directing them to right sources and supervising. Ceyda stated that her purpose of being there was to guide how to reach the information rather than to convey the information directly since the information can be accessed in any way at any time. In line with Ceyda, Özlem reported that students were with their mobile phones all the time. They entered the class with those gadgets, they read from there and they learnt from there. Ali had bitter remarks over those technological advances and said: "*they have their great teachers: mobile phones and internet*". Even Melek's grandson who was only 8 at the time of the study said if he would wonder about a subject, he would learn it on the internet. There was no need for a teacher.

4.5.4.5. Online education

Online education is not within the scope of this study, but as a researcher, there is the obligation to exhibit all the findings. As the whole world has been going through extraordinary times, education has to be adapted accordingly. Moving onto online platforms has been experienced as a sort of breakthrough in the life of educators although micro levels of similar practices were carried out prior to pandemic. Almost all participants said they got exhausted this year because of online education. Adapting teaching and assessment material onto online platforms caused teachers work more and longer. And there was the tiredness caused by screens both for instructors and the students as well as the lack of physical movement. Besides being harder, online education also confirmed to be less effective for all stakeholders. However, this period also proved to be *a blessing in disguise* and helped educators to adopt the necessary digital skills to address Gen Z students.

4.5.5. Recommended activities for Gen Z

As Ceyda said although teachers were given the same coursebooks and the same pacing, you could easily see that each group of students in classrooms ended up with different levels of competency in the target language. Therefore, a teacher's professional character could create huge differences on the learning output. As many participants mentioned in the study, there were no dream books or materials, so adaptation is necessary based on the level, need or interest of the students. However, a shared point among most of the participants was that Gen Z were different from the previous generations and that necessitated different types of activities to deliver the language content. Some participants suggested task-based activities, which could enable the learning experience to become more meaningful.

> To be able to think in English in the process… To be able to apply what you have learned in English... To be able to make your presentation by internalizing it thoroughly... I have benefited greatly from task-based activities when I was a student and now, I do similar activities with my students.
>
> Özlem

Others talked about differentiated activities taking individual differences, needs, interests into account:

It is also about knowing about your students well. What is this student capable of? Maybe they are into music so they can write lyrics and perform it. Or perhaps upload it to social media platforms. Or they can put on a theatre play show.

<div align="right">Jale</div>

However, the dominant idea among the participants was that there should be variety. Having worked as a teacher trainer for many years, Perihan said the biggest blockage in creating lively and effective lessons were lack of variety in the activities.

Every time I gave feedback to teachers on their teaching techniques, I say "add more variety to your interactive skills". I am actually weary of giving this feedback.

<div align="right">Perihan</div>

Duygu concluded that adding variety to language learning was not as difficult as it was many years ago thanks to technological advancements in education. She cared about having visual lessons decorated with PowerPoint slides or any other similar technological tools. That also enabled constant teaching and learning.

All the participants assented with another that using visuals are indispensable to teaching the language, which could both ease their jobs in delivering the content and enable longer retention of the knowledge.

In the past, we used to ask students to use their dictionaries. But now, online dictionaries are open on the board, along with collocation dictionaries and any related learning materials. I don't mean excessive use of visuals, but the more visuals are used, the more you can attract their attention.

<div align="right">Melek</div>

The majority commented on how devising activities on online applications freed students from endless pen and paper worksheets and they suggested iTools of coursebooks should definitely be used as they offered a variety of visual activities. As Aylin said, "*books are so a thing of the past now*". However, Erinç talked about impracticability of technology-based activities since they consumed too much time to prepare. That's why most of the time, participants had to proceed with pen and paper activities since they lacked the time to include technology dimension into their lessons.

Sometimes the participants tried to replicate their own learning and brought songs and literary pieces. However, to their dismay, they saw that songs and literary works did not catch their attention as they did theirs.

While Aydın recommended curiosity raising activities and integrating interdisciplinary topics, Ali and Perihan indicated fast-paced integrated skills activities. Helin drew attention to problem-based activities and thought-provoking lessons because she believed if there was a problem, discussion would follow. Some participants remarked the importance of fun while carrying out these activities. However, the activities had to have a purpose since this generation did not wish to engage in aimless tasks.

Warm-up and follow up activities came on the fore in attracting students' attention. Some participants stated that they cared more about warm up and follow up activities than while activities in order to make knowledge permanent and/or meaningful. Şermin explained the steps of a hypothetical lesson:

> Suppose that it is a career-related topic. I can find some tests on career choices. Maybe I can teach pre-vocabulary in old-fashioned way but then I can make use of internet applications such as Kahoot to test their learning.

> Şermin

She also highlighted the importance of activities which promote competition and excitement since this generation liked being competitive and winning.

Even though participants were not asked about group work or individual work, surprisingly, some participants stated that Gen Z did not like group works.

> There is a problem in group work. I think it is related to the generation. For example, when I put together even the most successful students, they do the task individually in the group.

> Atilla

Duygu stated that she quit assigning group or pair works since she had seen students leaving their friends all alone to fulfil the task. They did not want to share their ideas, or they wanted to share their ideas with their close friends. Atilla added to Duygu and claimed that

students did not like to be interfered with their ideas. They did not accept recommendations, so everyone wrote their own stories. In parallel with above statements, Doruk thought their willingness to work individually stemmed from their close relationship to technology. In other words, they were accustomed to living individual lives. However, if the teacher showed them the link to real world where teamwork prevailed, they could give in to the rationale and study in groups. Perihan claimed Gen Z came up with a totally different application of group work:

> It seems to me that they are distorting the nature of group work. Each member works individually then they put together those individual works and call it group work. Maybe it would be helpful to set up smaller groups. Or it may be necessary to define the roles well in group work.

Perihan

Another thing participants noticed about this generation was that they wanted to design their own learning content. Duygu talked about how they wished to study in the garden or in the library on their own pace. Like his colleague, Arda revealed that Gen Z wanted to determine what and how much to learn based on their needs and interests.

4.5.6. Skills development

Several participants asserted that no matter how much the textbooks and materials were renewed, it would not be of any use unless a balance of skills were introduced. Even though some courses participants taught did not include listening and speaking assessments, they tried to give weight to improving all four skills.

4.5.6.1. Reading

Both individual and focus group interviews uncovered that Gen Z did not like reading long texts since they were bored very easily and got impatient. They did not like silent reading very much, either because it was something they had to do alone. However, participants delivering ESAP courses argued that it was the content of the reading passages rather than their length that made them attractive or not.

In these last 4 years, both architecture and law students said they have benefited from reading texts considerably as they were related to their fields and enjoyed them a lot in terms of general culture.

Çağla

Doruk and Şermin thought a teacher could draw students into reading texts through activity diversification. Şermin especially remarked the significance of warm up activities in grabbing the attention of students. One participant revealed that if there were audios of the same texts, students reacted better and involved in more. Moreover, audios helped students with their pronunciation skills.

Another dimension that Perihan drew attention to was how Gen Z skipped steps in reading lessons because of their impatient nature.

Let's say I'm doing a pre-reading and we start with skimming and scanning questions. Suddenly, the answer to the question that I would ask in the normal detailed reading is uttered. They want to pass the steps quickly. They're pretty cool at the recognition level, finding the main idea or finding the topic. But when it comes to critical thinking skills, they do not participate.

Perihan

The truth, however, was actually not practising those critical thinking skills especially in ESAP courses. To that end, from his M.A lessons, Erinç gave examples of certain online platforms where teachers could create lessons promoting critical reading. He warned that some platforms could charge money, but free alternatives could always be found.

4.5.6.2. Writing

In parallel with reading courses, students needed a little push for writing lessons as well although few participants believed students were better at writing courses compared to previous generations. Participants drew attention to appealing to pragmatist nature of Gen Z if they needed to convince students into fulfilling a writing task. If participants could associate writing tasks with their professional lives, they could partially ensure students' participation. However, if students did not care about that task very much, they might resort to plagiarism. They just took it from the internet. While Aydın thought it was still a sort of learning despite being plagiarism, Perihan was aghast at students cheating.

Some shortcomings were revealed into the nature of writing component both in curriculum and in testing: Erinç believed writing was not taught and tested as it should have been in Academic English: "*Usually there is a template. Students add topic, add main ideas, add minors. Writing is already ready*". He also remarked how software programs corrected spelling and even grammar mistakes, which hindered the improvement of writing skills. Nagihan also remarked the hardships in persuading students to learn different types of academic essays. When they learned how to make sentences, learning to write different types of essays were not cared much.

When students wrote, they mostly had difficulties in using the right words or phrases. Dilan offered an explanation for this incapacity. Since they were exposed to English in films and games or similar platforms, they were confused where to use what words or phrases. In line with Dilan, Şermin reported students' concern on the matter:

> "Writing is more important to me" say the students. "Because we do speaking and listening somehow, but how well we use phrases when it comes to writing, we have no idea. In this sense, we need guidance".

> Şermin

Students' having trouble writing with pen since they are used to writing on keyboards was another issue commented on by participants. Another observation on the matter was that students mostly lacked ideas or opinions to write a piece of writing. Several participants indicated that they were having hard time giving feedback to students as there were too many students in the classrooms. Yet, students liked personal feedback very much and felt themselves important and cared for.

4.5.6.3. Speaking

The overwhelming majority of participants stated that speaking became the most popular skill in their classrooms because of its frequent applicability in daily lives. Doruk thought its popularity might be connected with students' intense relationship with technology. He believed that if a suitable environment in terms of speaking could be created, students would enjoy talking and want to improve the skill. He also expressed the students' desire to speak the target language:

"When will we talk like them, teacher?" How do I better speak like them?" Not "When will I write or read like them?

<div align="right">Doruk</div>

Although almost all ESAP courses did not assess speaking and listening in the exams, students particularly favoured speaking activities in the classroom. However, those speaking activities must be meaningful and involve real-life situations. Başak's students, for instance, loved chatting with her a lot on her experience in a Far East country.

"*Communicative approach has never become so communicative until this generation*" commented Jale since her students were dying to speak. No matter how badly they spoke, they could communicate on game platforms. This view was echoed by Aydın. He stated when students played games online with Italians, Russians, no one cared about how they spoke the language. No grammar, no pronunciation but somehow a connection was achieved. In that respect he found Gen Z more courageous and comfortable to practice the language compared to previous generation. To that end, Dilan reported she constantly kept herself updated with game platforms in order to get the attention of male students in speaking activities.

Since skills are interwoven, participants remarked a reading text was bound to end up as a speaking or listening lesson. They also drew attention to vast resources for speaking activities on the internet and the tendency in new coursebooks focusing on improving speaking skills.

4.5.6.4. Listening

Another most popular skill with this generation was disclosed as listening. According to participants, the generation's eagerness to watch TV series, movies, YouTube or similar channels may have triggered its prominence. Projecting to the past, Aydın concluded that listening tasks were much harder to do with previous generation but now it seemed like Gen Z had a natural ability to understand better. Maybe it was because they were more exposed to spoken English. Perihan also reminded how listening tasks were skipped by teachers mostly because students were not interested in them, and they were not tested. But now, it gained equal importance to other skills.

As some ESAP compiled booklets did not include many listening activities, participants took initiative to complement the deficit. They were carried out much easily if they were a part of reading texts or discussion tasks.

4.5.6.5. Grammar

When participants were asked to reflect on teaching grammar, the dominant idea turned out to be grammar having lost its gravity among other skills. Students no longer cared for grammar rules anymore. In the past, students would come over and ask questions from grammar books and tried very hard to produce grammatically correct sentences. And they would not skip any grammar lessons. But now, their grammar learning needs relied solely on communicating while interacting with foreign people on gaming platforms. To that end, Aydın preferred to leave most grammar activities to students to complete, focusing more on practical skills.

4.5.6.6. Vocabulary

For vocabulary teaching, participants said they made use of technological applications. They used *Kahoot, Quizlet* or prepared their own power point slide shows sharing them on *What's app* groups to carry the teaching and learning experience beyond the classroom walls.

4.6. Are EFL Books and Materials Suitable for Gen Z?

Another dimension that has a lot to do with Gen Z learning environment is suitability of coursebooks and materials to the generation. This interview question will be analysed under two headings: Preparatory coursebooks and materials and Academic English coursebooks and materials.

4.6.1. Preparatory coursebooks and materials

Ceyda found recent coursebooks successful in balancing four skills. Still, she added, it was up to teacher on how much time and practice to allocate for the skills. Curriculum unit also worked really hard to supplement the teaching learning process. They were careful in selecting up to date, interesting, revised versions of authentic materials. She particularly

liked a reading book exploited at the moment in Preparatory although most participants expressed their dislikes. She continued to state that the book was suitable to Gen Z student profile with successful warm-ups accompanied with YouTube videos. It also attached great importance to critical thinking. However, with almost all books, it needed some adaptations and that's why most teachers disliked it.

Doruk repeated himself by saying there was no dream book to satisfy all teachers and students. However, he found latest coursebooks well-prepared because they put a lot of emphasis on speaking skill. He thought, because of the impatient nature of this generation, they were fast to consume any content instead of taking advantage of the books with patience. What teachers could do was to modify the books and materials in an attractive way. Some felt themselves fortunate since Preparatory coursebooks were accompanied by iTools and digital platforms tailored according to the needs of the generation.

Aydın, however, believed that after this point, no book could be used on its own without adaptations and supplementary materials to suit the needs of the generation. In that sense, books would be used as guides rather than being the core material to teach the language.

Jale agreed with Aydın on the matter and stated that no matter how much the coursebooks had transformed themselves, putting them into the centre of teaching would be wrong. She reflected this new generation were into animes, mangas or different foreign pop cultures and they still did not appear in the books. Actually, the books could not reach the fast pace of the generation's interests. She thought books kept on offering tasks that did not have much use in real life. Instead, real life tasks could be implemented, and she exemplified it from a school abroad. The topic was travel and to start with, teachers and students brought all kinds of related materials like brochures, blogs in order to read and discuss. Following that, they prepared posters or any other real-life activities on the topic. Another idea could be finding a sister class or sister school from a different country like pen-friend practice in the past and meeting on a joint Twitter account. This kind of cooperation and database between the schools could be created. By just signing into the account, students and teachers could upload materials, photographs, comments or whatever they wished to do in real life.

4.6.2. Academic English coursebooks and materials

A common view amongst interviewees was that the sources and books published in Turkey lagged this generation. Arda argued that instead of turning the pages, Gen Z tried to reach the source in the fastest and best way possible by entering the address or scanning the QR code.

For academic English courses, with the exception of one course only, participants felt an urgent need to adapt coursebooks and materials to this generation since they had remained so old fashioned. They were still teacher-centred books that focused more on the classic pen and paper-based education. In addition to lacking a balance of integrated skills, layouts of visual and audio materials were unattractive since they were mostly compiled materials. However, Erinç talked about the arduous work to adapt those traditional materials even onto PPT slides. Thus, teachers mostly made do supplementing pre and/or post activities with visuals, videos or any attractive activities they could think of.

Some participants were particularly critical of the constant need to appeal students. Aside from that being nearly impossible, it would also be unrealistic since real world was not composed of fun and interesting activates all the time. However, Başak talked about how old-fashioned her coursebooks were when teaching students of the Communication Department.

> In the coursebook I use for Communication Department, one whole unit is about Radio, radio programs and radio frequencies. Another unit is about Television. Both of these mediums are no longer popular. The book is outdated and there are not many activities to engage students. There could be new mediums such as podcasts and so on. However, I am also aware that it is a very difficult process to write a book. There must be a great deal of research behind.
>
> Başak

She also complained about not having an updated ESAP book on the market. And most of the time, students use black and white photocopies of the existing outdated ones, which made them double unattractive. So, to make up for the coursebooks, she started bringing in extra materials so that students could be more engaged and updated.

Resonating with Başak, Aylin also commented on the unappealing contents of the coursebooks. The pictures of celebrities or the gadgets in the books did not mean much to Gen Z since they did not know any of these personalities or the devices. She said it was an era of Netflix movies or social media, so those books hardly appealed to students. One concern expressed by Yasemin was the coursebook for Academic English used for freshmen students did not match the level of most students. It went well with successful students but not for many others.

Another reported problem became burdensome during online education. Perihan stated that recent coursebooks that were used for Preparatory could meet the expectations of teachers and students up to a point with their iTools or digital learning platforms. However, when it came to Academic English coursebooks, none of them had their digital textbooks. Especially, during the online education in pandemic, that created a huge problem since all teachers could do was to show the pdf versions of the coursebooks or materials on the screen. In that respect, a lot of work fell on instructors.

It may be noticed during pandemic and online education, but the delivery of materials should be modified. As Perihan stated, instead of preparing static materials and worksheets, instructors could try to prepare PPT slides, online activities and games. For general English courses, the materials at the end of the coursebooks mainly consisted of interactive game-like activities. Most participants skipped them with an excuse of fast pacing. However, while dealing with Gen Z, instructors needed to put them at the forefront. They shouldn't be seen as a waste of time. Actually, they could be the real learning means for this generation.

4.7. Do Assessment Methods Match Gen Z Profile?

For Preparatory, since all four skills were started to be tested, students' interest in listening and speaking skills increased, and their desire to be successful in these skills heightened as well. Compared to past times, lessons of more intertwined skills were offered at present. The books partially supported this, and students became more active, serious and willing in a more dynamic environment where different skills could be displayed and assessed.

Still, participants suggested some adaptations like measuring vocabulary component in reading texts and grammar component in writing. Doruk indicated that Preparatory students liked speaking tests, although they were anxious. He thought their enthusiasm may be because of their realistic approach to language learning. He did not think they enjoyed grammar assessments. Instead, they got more pleasure to be assessed on four skills through a mixed way of measurement criteria.

Some other suggestions surfaced in relation with assessment methods. Özlem mentioned assessment based on wash back effect. While Bena proposed projects like e-portfolios or video presentations tailored according to the objectives of the courses, Erinç suggested dynamic assessment. However, he also thought neither the teachers nor the students were quite ready for such an assessment type. It may not be welcomed by all stakeholders, because it contained different dimensions a far cry from the traditional assessment types known. He was also against assessments done on computers since he found them unnatural and inhumane. For the time being, to assess speaking, some real-life adaptations could be carried out such as asking students to find professionals in their fields and do interviews with them.

Şermin, however, expressed a continuity problem between Preparatory and Academic English courses. She said in Preparatory they taught essay writing, however, when students started their freshman year, they started with paragraph writing. So, that put them a step behind once again. But she was happy that grammar had lost its weight on assessments and made way to four skills.

Being in charge of curriculum and testing unit of General English, Arda revealed his student profile was a bit different since neither in their departments nor in their professional lives, not a high level of English was expected of them. For that reason, his group of students were satisfied with a mediocre level of language competency just enough for them to get average marks in the exams. However, he was not happy with the situation, and he felt teachers should do more to raise their awareness on trying to learn more. He also thought the real test of students' English competency level was actually in the real world where they interacted with speakers of English such as during online games.

Perihan indicated that instead of focusing on mostly summative evaluation, formative evaluation should gain more weight. In line with this idea, Aylin believed students' participation should have more weight in their assessment.

Jale came up with innovative ideas on assessing students based on their interests or capabilities. They could be asked to put on a show, write lyrics, upload their works on online platforms or social media, or deliver presentations. They could form clubs. Real interviews could be arranged with real people on online platforms and students could be rounded to prepare questions for them. Whatever they did outside the class could be brought into class for learning and assessment. That would be much more meaningful.

Most Baby Boomer participants thought the exams got much easier compared to many years earlier. Online education assessment was totally a different story, but participants stated their dissatisfaction with online tests since students could find ways to cheat.

4.8. Do the Institutions Supply the Necessary Infrastructure or Training for Gen Z Classrooms?

The fact that technology-based lessons are in the heart of Gen Zers' education is undeniable. When participants were asked to elaborate on the last research question, three main themes emerged from the analysis of the interview question: the infrastructure of the institution, training they offer and Foreign Language Education policy of the institution.

4.8.1. Infrastructure

Almost all participants stated how indispensable technological infrastructure such as strong internet connection or smart gadgets were in creating the ideal learning environment for Gen Z. Starting with the online education due to pandemic, institutions had to reorganize their technological infrastructure since it was not needed before pandemic as desperately as it was now.

Başak, having studied organized sociology, said it was not a matter of providing the infrastructure only. The institutions also needed to cover several ramifications such as the security of those instruments along with the maintenance. Even if the institutions wanted to

do something, they could choose not to because too many variables were involved in being organized. However, as pandemic wore on, quite a great deal of effort was put in to meet the needs of teaching and learning process.

4.8.2. Training

Gen Zers' learning preferences became much clearer with the online education period during the pandemic. Participants acknowledged the value of training to meet the needs of Gen Z learning environments. Both Distance Education Centre and Teaching and Learning Centre of the institution delivered several sessions regarding the use of online tools. Participants who attended the sessions, appreciated the efforts and admitted that they benefited greatly from them. Those tools were not solely confined to online education. As most participants stated, it would be a very different world of teaching and learning the target language once face-to-face education started since they were now equipped with the necessary technology-based instruments.

When participants were asked to reflect trainings on Gen Z students, Doruk did not think most institutions were very well prepared for Gen Z profile and that they were fully aware of Gen Zers' sensitivities and priorities. Only in-service training and preparation of the infrastructure would answer the question of what Gen Z wanted in both state and foundation schools. Melek wished they were delivered more detailed and applied in-service training sessions on Gen Z. Yet, she was doubtful whether these trainings would be beneficial for the classic, oppressive and imposing attitudes of some teachers of her age. Not only trainings that are specifically designed for Gen Z needs, but also trainings that would help participants handle student misbehaviour are demanded.

> Students use inappropriate words and I laugh. Or a student is teased or bullied by his mates, and I get sad. I have no idea what to do in these moments of crisis and I panic a lot. I am a person who panics in my normal life. I do need trainings on these issues.
>
> Özlem

The collaboration among teachers of the institution was remarkable during online education period. They said the institution was actually very lucky. For immediate help, they turned one another to sort out their problems. Noyan especially mentioned some Baby

Boomer participants' efforts to adapt themselves to online education and tackle with the technological difficulties it brought along the way. Çağla relayed the positive compliments they received during online education. She heard students say that they received the best quality education from the teachers of SFL.

4.8.3. Foreign language education policy

A variety of perspectives were expressed regarding the Foreign Language Education Policy of the institution.

The first issue was related to high credits of the English courses offered by the SFL, which could create advantages and disadvantages both for the teachers and students. If the students' English level is good, getting a good grade from this course would increase their overall average. However, if their competency in the English language was bad, students got annoyed and found it unfair for English courses having more credit than their departmental courses, which would decrease their overall average. This dissatisfaction was inevitably reflected in the classroom environment. Duygu also drew attention to the difficulty for students of Dentistry, Medicine or Law Faculties to concentrate on such high credit course in their busy schedule.

A second issue raised by the participants was not having the chance to practice what they were trained for. They criticized the system of language education in Turkey for they were teaching far from ideal since students were mostly exam oriented. Especially Gen Y participants felt bad for not being able to carry out their ideals which they had formed at their university years. Explaining further on the topic, Canan stated that she could no longer proceed with her idealistic way of teaching. She questioned whether all she learnt and trained for was in vain. She complained about students' asking for the shortest cut and demanded the rules when delivering grammar in context. This request extended to vocabulary teaching as well. No matter how hard she tried to teach vocabulary in context, students always asked for Turkish equivalents of the words. Even if she resisted to provide what students asked for, her partner would do so since they were usually senior teachers and had different approaches to teaching the target language. Yiğit also confessed to giving up practising his idealistic way of teaching because he did not see the applicability of his efforts due to student profile.

Ali explained that students' low level of English competency may have stemmed from the lack of compulsory Preparatory education for Turkish-medium instruction departments. That's why students were having difficulty with their English courses in the department. That's why teachers had to grapple with misbehaviours of students. Adding to that, he said they still did not have a student-centred education in its full measure in Turkey. Both Ali and Erinç wished they would be more independent of devising their own curriculum and assessment system, which would meet the new generation's demands.

Another theme emerged while interviewing the participants about Foreign Language Education policy of SFL was the difference between state and foundation universities in terms of structure, faculty or student profile. While comparing state university students to foundation universities, some of the adjectives that were used for foundation university students were self-centred, less motivated, more relaxed and untroubled. To that end, Aylin was frequently asked whether it was more difficult to work at a foundation university. Baby Boomer participants remembered the disappointment with student profile when they started at another foundation university after having worked at state universities for more than twenty years. They were not sure whether it was a difference of universities or generations, though. But they mostly felt it was very much related to students' monetary situations.

However, Başak believed students at the foundation university were smart even smarter than her. But they did not have to worry about their future very much, since for most of them their future well-off lives had already been prepared. That's why, they lacked the motivation to proceed further. She also said the courses and teachers were of better quality at foundation universities. The courses were trying to catch up with the world standards and professors working at state universities were transferring to foundation universities because of better work conditions with fewer students and less bureaucracy.

CHAPTER V

DISCUSSION, CONCLUSION AND IMPLICATIONS

5.1. Presentation

The purpose of this study was to explore the EFL Learning Environment in Tertiary Education for Generation Z students. The findings of previous chapter will be summarized, and a conclusion will be drawn together with implications, limitations and recommendations for future research.

5.2. Discussion

This qualitative investigation was conducted to answer seven research questions, which are as follows:

- What is your teaching philosophy?
- What is your teaching philosophy with Gen Z students?
- How are you adapting yourself to Gen Z students?
- How does EFL learning environment of Generation Z differ from traditional ones for instructors?
- Are EFL books and materials suitable for Gen Z?
- Do assessment methods match Gen Z profile?
- Do the institutions supply the necessary infrastructure or training for Gen Z classrooms?

5.2.1. What is your teaching philosophy?

The first research question designed to discover participants' overall teaching philosophies. Four themes emerged regarding the first research question: teaching philosophies based on humanistic approach, students' needs, effective communication and creating an ideal learning environment.

5.2.1.1. Humanistic approach

Drawing on the literature, two approaches for classroom management were exploited for the theoretical framework of this study: Humanism and Behaviourism. Surprisingly, Gen X and Baby Boomer participants mostly articulated the humanistic aspect of teaching, which could be very much connected with the age and wisdom of Gen X and Baby Boomer instructors. The belief of Humanistic Approach that "*people are basically good and have an innate need to make themselves and the world better*" (Mcleod, 2020a) aligned with most participants. Not only the students but also the participants gained from a humanistic lens since they felt much better in the classroom as a person, as well. Thus, the phrase by Deniz "*Teaching is a work of art*" proves that it eventually comes down to human at any point of teaching and learning venture.

The principles of Behaviourism were only popular when positive rewards, mostly in the form of encouraging praises to students were reinforced during the learning process, which aligned with Non-adversarial Method by Fred Jones (Drew, 2021). As participants stated repeatedly, punishment had no way of working with this generation since Gen Z did not possess a concept for punishment. However, it was obvious that several Baby Boomer participants were uncomfortable with the generation's casual behaviour in the classroom, and they stated that it was their job to handle students who disrupt the flow of the lessons. That mirrors Assertive Discipline by Canter & Canter whose theorists posit that the ideal classroom is calm and focused with the teacher in firm control (Drew, 2021).

5.2.1.2. Students' needs

Teaching philosophy based on students' need surfaced as a second theme to the research question. This could be related to Activity Theory, which has its roots in Vygotsky's Sociocultural Theory (Learning Theories, 2016). The Object-orientedness principle of the theory states that "*each motive is an object, material or ideal, that satisfies a need*" (Atlantic International University, n.d., p. 5). Gen Z students live in a constant changing world with needs updated at an incredibly fast pace. It was quite natural for the instructors to feel the necessity to meet the wishes of Gen Z students to help them find their feet in the world.

5.2.1.3. Effective communication

Teaching philosophy based on building an effective communication is also compatible with humanistic approach. At the very heart of humanistic philosophy lies open communication. In their study with coaches and athletes, Jenny and Hushman (2014) found out that through a tight interpersonal partnership stressing open communication, shared goal setting and program decision making, an individual athlete's autonomy could be supported. Similarly, in this study, the importance of including students into decision making process and hearing them were acknowledged frequently.

5.2.1.4. Creating an ideal learning environment

Creating an ideal learning environment-based philosophies are compatible with Humanistic Approach, and its reflections are in line with Sociocultural Theory and Cognitive Theory of Multimedia Learning. Since the importance of social interaction in cognitive development is an undeniable fact (Mcleod, 2020b), an ideal learning environment is nothing short of the necessary stimulants. Four principles of Activity Theory: Object-orientedness, internalization/externalization, mediation and development are all at play in constructing the learning environment along with the essential tools of mediation, particularly multimedia tools for the learning to occur (Learning Theories, 2016).

5.2.2. What is your teaching philosophy with Gen Z?

The second research question aimed to explore participants' teaching philosophy with Gen Z students. The data analysis revealed four main themes in relation to the research question: participants' evolved teaching philosophies, teacher awareness on generations and Generation Z, Gen Z characteristics and Gen Z teacher characteristics.

5.2.2.1. Participants' evolved teaching philosophies

For the first theme, all Baby Boomer, Gen X and late Gen Y participants stated that their teaching philosophies did not change much but they needed to adapt different methods or means to address the new generation. On the other hand, late Gen Y participants did not mention any change or adaptation in their teaching philosophies since they are way too

young and have experienced teaching with either their own generation or Gen Z, which does not leave room for any evolution or adaptation of philosophies. While Gen X participants were trying to express their feelings about their evolving teaching philosophies with Gen Z students, they were more active than the other group of participants. It was obvious that they were very much cognizant about what it took to be a Gen Z teacher and they constantly mentioned how they fell behind the generation whereas some Baby Boomer participants, instead of focusing on their weaknesses as educators, tried to label Gen Z students as being "*cheeky*" or "*disrespectful*". Apparently, Baby Boomer participants were really having hard time in addressing the students' expectations in the classrooms. Nagihan's complaint about students' needing teachers to learn reflects old attitude of teaching belonging many years back. In the past, a teacher's duty was to come to class and convey the information and leave. However, today, that won't work as information and knowledge is at the tip of students' fingers. That students need instructors has transformed into something else now. As one of the participants mentioned in the study, most of instructors' time and energy is now spent on increasing motivation. Those beautiful days of teaching are long gone. Being a teacher of Gen Z requires much more and that is unquestionably exhausting. An interesting statement was uttered by Aylin. She said their reaction to students' engagement with their mobile phones in the classroom was not the same compared to past. It seems while some Gen X participants are trying to adapt themselves and their teaching methods to Gen Z, some Baby Boomers are still in a resistance to hold onto their old ways of teaching. Surely, this statement does not reflect all Gen X and all Baby Boomer participants. As for late Gen Y participants, they do not need any adaptations as they are still in the process of constructing their philosophies.

5.2.2.2. Teacher awareness on generations and Generation Z

The second theme teacher awareness on generations and Generation Z, caught the researcher by surprise since that much of knowledge on generations was definitely not expected of the participants. However, it was seen that Gen X participants with Gen Z children were much aware of the generation's characteristic traits first-hand; "home schooled" as they preferred to put it. Certainly, there were effects of being a parent on the awareness of generations and teaching styles. In a study by Koutrouba et al. (2016), parenthood was found to have a significant impact on instructors' empathy, attitudes toward low-achievers, and teaching techniques in general, as well as improved communication with

their students' parents. In another study by Claesson and Brice (1989), several respondents remarked that after becoming parents, they developed a new level of awareness and sympathy for the youngsters in their classrooms. Before parenthood, they only concentrated on students' active time at school from morning till evening. However, after becoming a parent, they realized the need for including the child's home environment in their everyday work, in addition to intellectual, social, and emotional growth.

During the interviews, Gen X participants did not appear to be afraid or alienated themselves from the unknown Gen Z. On the contrary, since they knew Gen Z from first-hand and from very dear ones, instead of blaming them, they welcomed the opportunity to practice what they learnt at home in their work environment. To better accommodate themselves to Gen Z, they not only acted on their own experiences but consulted the other instructors, especially Gen X colleagues with Gen Z children. Some Gen X participants even questioned their own effectiveness as a teacher, which shows their lifelong dedication to learning. According to Eastern Washington University (E.W.U., 2021), there are 3 characteristics of lifelong learners. The first one is conquering challenges. Failures and setbacks are accepted as part of the learning process, and errors are not viewed as defeats. Instructors gain new knowledge from their mistakes, which they can use to help them solve a problem or conquer a challenge. Educators have no notion of what kind of problems their students might bring up. Lifelong learners make learning a lifestyle in order to adjust to changes in student behaviour. Within the scope of this study, especially Gen X participants saw Gen Z a challenge to overcome and did their best to keep up with them. The second characteristics of a lifelong learner is being innovative to improve learning outcomes. Educators discover new approaches to instruct when they cooperate and take courses which may or may not be within the scope of their expertise. This collaboration enables the educators to achieve better results for their students than those old teaching approaches. This was valid all through the study among most Gen X and Gen Y participants and a few Baby Boomers. Especially during online education period, collaboration among instructors were highest since they did not have many official consultants to turn to. Finally, an instructor who is a lifelong learner should act as a role model for students. Educators who exercise what they advocate encourage their students to become lifelong learners, as well. Successful teachers achieve this by integrating their own experiences into the learning process. In that respect, Bena and many other participants gave examples from their own student years or from other students instead of passing on advice. In line with literature, Schwieger and

Ladwig (2018) observed that Gen Z students like stories of their peers especially shown as videos instead of being told what to do.

It was obvious that Gen X participants were adamant at conquering Gen Z students and were not ready yet to throw towels as a few Baby Boomer participants already closed themselves to adapting to new generation.

5.2.2.3. Gen Z characteristics

It was inevitable not to discuss characteristics attributed to Gen Z. Many Gen Z traits surfaced related to teaching and learning environment, which are being digital, their questioning nature, perception of authority, emotions and academic skills.

5.2.2.3.1. Being digital

According to Fernández-Cruz and Fernández-Díaz (2016) Gen Zers are considered to be experts on technology, multi-taskers, interactive and resilient. It is as if they could use their smart gadgets as levers in their hands to move the world like Archimedes. Are they really? When they are ignorant of office programs or even possessing an e-mail account, can we still consider them adept at technology? Seemiller and Grace already mentioned how Gen Z considered e-mails so formal and slow to correspond (2016, p. 57; 2018, p. 107). That could be the reason why some participants in the study expressed their discontent over students' lack of e-mail accounts and the skill to use them. Gen Z seem to be oblivious of not only for formal technology-based tools but also for more informal language learning tools as Melek stated in her interview. As So et al. (2019) indicated in their studies there are considerable disparities in young people's capacity to use these technologies effectively. According to Szymkowiak et al. (2021), one cannot assume today's kids are smarter or more knowledgeable than previous generations just because they have access to various sources of information and use them effectively and fast. Gen Zers' ability to multitask stems from their exposure to digital gadgets from very early ages. This surely does not put them into more intelligent people category.

Since e-mails are slow and outdated for Gen Z, they prefer texting over other means of communication since it is fast and discrete. They do not even see any harm bothering their

teachers in the middle of the night as a generation accustomed to being served 24/7 (Seemiller & Grace, 2016, p. 39). Use of emoticons is another topic raised in the study by participants. Krohn (2004) many years ago said that we needed to adapt ourselves to the generation's new way of communication or risk becoming obsolete. Emoticons are helpful and suit young people's demands and since much of the future of computer mediated communication is now in the hands of younger people, they will be the ones deciding writing rules and standards. So instructors will be getting emoticons rather than written texts for many years to come.

Many studies also indicate short attention span estimated as a period of 7–10 min for this generation due to increased digital activity (Poláková & Klímová, 2019; Purcell et al., 2012; Rothman, 2016; YPulse, 2020). It also leads a fast and impatient nature (Fernández-Cruz&Fernández-Díaz, 2016), which in turn results in gaining superficial knowledge instead of a deeper connection.

Another issue raised by participants in the study was Gen Zers' being multitaskers. However, according to Rothman (2016), human brain does not have the ability for multitasking but rather "*task switching*". While this generation is superior to earlier generations in this regard, there is a cost, which is "*Acquired Attention Deficit Disorder (AADD)*". Continual exposure of small bits of information from Twitter, Facebook, and television is retraining our brains to anticipate information to be provided in short, single shots, which makes it difficult to concentrate and evaluate complicated ideas or topics. That may be the reason why Perihan questioned the effectiveness of fast paced multitasking way of life, which led to students' deficiency in reading the texts critically.

Naturally, with the world at their fingertips, Gen Z are much more open to new cultures around the world and that may ease their learning the target language. However, does that really extend to their attitudes and taking actions on world issues? Not much information came from the participants in this regard except Arda's beliefs and hopes in Gen Z.

Social media appeared to be a common theme during the interviews. Gen Z are fuelled by their desire for mindless entertainment, which is why video platforms like TikTok are gaining traction. During Covid pandemic period, 61% of Gen Zers spent time on social media watching videos while 60% of them engaged in playing games (YPulse, 2021). Gen

Zers' tendency to use social media could also be utilized in learning environments. In a study by Aziz et. Al. (2019), social media was used to promote writing in English. It was seen that, despite not being ready to start writing, they were able to hold conversations in English. This could also assist learners to be active by providing a dynamic teaching learning environment. Students feel more confident expressing themselves in the target language when it comes to social media as often expressed by the participants in the study. That's why participants stated the importance of keeping up to date with the current events or memes on social media to attract students' attention and create an interactive environment where students could join the lessons without reservations.

Gen Z do not possess the patience and resilience of previous generations, so, quite naturally, their role models are not the ones who struggle for long times to achieve success. As Kuran (2020) and participants stated, scientists, writers, academics and businesspeople have a very low impact on Gen Z (pp. 53-54). Since 51% of Gen Z expressed that money was one of their three main sources of anxiety (Varkey foundation, 2017), it may be understandable why they choose the shortest routes to earning money. This is also in line with Çetinsaraç (2017) and Dolot (2020) who said Gen Z aspire to have a distinguished profession without putting up any effort. They are not suited for a long-term career path with small steps at a time and no interest in staying in one job for a long time since they are constantly looking for efforts to minimize routine.

5.2.2.3.2. Gen Zers' questioning nature

The common consensus among participants was Gen Zers' insistence on being provided with the governing rule behind each and every rule. This also accords with Halisdemir's (2016) study who also discovered that Gen Z need to be provided with logical and reasonable explanations behind rules and regulations, which is crucial to a democratic environment at school. In this study, participants reported Gen Z to be clearly diverging from previous generations in that respect even from Gen Y, the closest generation to themselves. Çetinsaraç (2017) attributed this tendency to express themselves to their creativeness and social communication. Their persistence on questioning could also lie in the suggestion that there are several truths instead of one for Gen Z. While some participants attribute this trait to being honest, still others found it disrespectful, which is worth ruminating. It could be understandable when Baby Boomer participants were shocked at Gen Zers' boldness in

expressing themselves and even questioning the authorities since their education and environment dictated nothing less. Yet, similar comments came from Gen Y participants as well, which could be explained by their being educated by Gen X or Baby Boomer teachers who held stronger and stricter attitudes to questioning. These generation of teachers may also have led some Gen Y and Zers' to become more hesitant in voicing their ideas as Jale stated. Participants also asserted Gen Zers' tolerance of other religions, sexual tendencies or other opinions, which is also compatible with literature. Gen Z want to succeed, but not in a cold or cruel way. Although they have inherited a world full of violence, injustice and starvation, they do not want to continue the same way as their predecessors (Seemiller & Grace, 2018, p. 62; The Irish Times, 2019).

5.2.2.3.3. Gen Zers' perception of authority

It was clear from the interviews that Gen Z definitely do not regard authority the same with previous generations. Respect to elders does not carry the same weight as it did decades ago. Though this may have surprised and shocked some participants, most of the participants liked Gen Zers' honesty and straightforwardness. Gen Z demand honesty (Workplace Intelligence, 2014) and fairness (Halisdemir, 2016) from the authority figures as well. This could definitely lead to a more transparent accountability laden environment both in education and in other venues.

5.2.2.3.4. Gen Zers' emotions

Sincerity and openness and how Gen Z were so competent at distinguishing between fake and sincere feelings surfaced as one of the most prominent threads in the interviews. Not only at reception but also at showing, Gen Z are wide open and genuine. Similarly, Napoli (2020) described Gen Z as a "*feelings-focused group who wear their hearts on their (digital) sleeves*".

When it comes to tolerance, Carumbaya (2020) portrayed Gen Z as more welcoming on the indisputable issues; but their persistent incapacity to "agree to disagree" reveals that they are more intolerant of others' views and perspectives. That could explain why one participant in the study stated that they could not carry out group work activities with Gen Z students since they think their ideas are the best and they should not be interfered. That's

why some participants rephrased their suggestions to students so as not to look like they are meddling with their lives. Duygu, Bena and Rana's strategy to give examples both from their own and other students' lives actually masks the intention yet meets the objective of guiding them into the right path.

Several participants considered Gen Z as more creative and over half of Gen Z agree that their generation is more creative than previous generations (PRmoment.com, 2019). Arda said his generation of Gen X were blocked but Gen Z were much more creative and artistic. The amenities Gen X and Gen Z were brought up with are nothing similar to those of previous generations and maybe the difference in creativity and artistry lies in the this very fact of disparity.

Gen Z hold empathy in high regards. As participants stated over and over again, their teaching philosophy mainly centres on humanism, which advances on empathy and bonding. It is a clear fact that learning occurs in an empathic and open environment. In Keskin's (2014, p. 4937) study, empathy is defined as "an effort to understand another person's thoughts and feelings appropriately". However, she cautions us against false concepts like "*acting, imagination, imitation, perspective-taking, meaning, understanding, identification, feeling, sympathy and pity*" which could not suffice empathy individually. It could be a good idea for instructors to study on what is not empathy and tend their students in a more professional manner since the opposite may end up in insincere practices, for which Gen Z has a high ability to detect.

Participants also mentioned the indisputable ability of Gen Z to adapt to new environments. This could stem from their easy access to infinite source of knowledge through internet. According to a LinkedIn research in 2018, 43% of Gen Z choose a completely self-directed learning strategy. This means that, rather than requiring supervision, they are entirely capable of acquiring new skills on their own. As a result, they could have the simulations of real-life experiences without ever leaving the comfort of their homes (Media Update, 2020), which was the reason why Elvan's son did not react strongly to face masks during pandemic as he already went through a simulation of them via online games.

Çora (2019) described Gen Z as self-centred and several other participants in the study agreed with the notion. However, is there any generation who do not accuse of their successors as selfish or self-absorbed? The enmity might be rising from the fear of unknown. People have a tendency to discredit the unfamiliar as a defence mechanism. Interestingly, the adjective "selfish" was used by Baby Boomers and Gen Y participants but not by Gen X participants who mostly had children of Z generation. They did not think their children were selfish, so why would their students be? They knew their children and were not quick at jumping conclusions to label them.

Gen Y and Baby Boomer participants also complained that Generation Z did not use appropriate language when addressing both orally and in writing. As it was stated earlier, Baby Boomers belong to a very much different era where such discourse would not be tolerated. However, these negative comments coming from Gen Y teachers is worth investigating. What could be the reason why Gen Y teachers complain about Gen Zers' language? Maybe it is once again that they were taught by Baby Boomer and early Gen X teachers who wouldn't allow their students to have such dialogues with them.

Some participants in the study described Gen Zers as lazy. This may be due to their pragmatism and tendency to discover the easiest way to do things. In line with literature, Seemiller & Grace (2018) also warn parents and educators about Gen Zers' physical well-being. They found them more inactive, less fit, fatter, and suffering from sleep deprivation.

5.2.2.3.5. Gen Zers' academic skills

Participants had different notions on Gen Zers' academic skills. Reading could set a good example of that nature. While one of the participants acknowledged that Gen Z like reading from different fields, nearly all participants articulated Gen Zers' dislike for long reading texts. The reason for that is obvious as Gen Z are impatient and demand fast content. They like to read less than 20% of a document in order to get through to the topic as quickly as possible (Poláková & Klímová, 2019). Instead of reading a text, they prefer to watch a video of it (Rothman, 2016). Their preference in video lies in the fact that Gen Z is highly visual and visual learning enables longer retention (Jandhyala, 2021; Kouyoumdjian, 2012; Lindner et al., 2009). According to some studies, Gen Zers' brains are structurally different from those of previous generations since "the brain changes and organizes itself differently,

based on the inputs it receives" (Prensky, 2001, p.1; Rothman, 2016), which may be the reason for their reliance on visual materials and inclination towards fast content.

Lack of research skills was another issue raised by the participants. Easy access to information breeds a lack of skills to assess the authenticity of the resources (Rothman, 2016). It is accompanied by a lack of critical thinking skills (Adobeeducate, 2016; Shatto & Erwin, 2016). Although a few participants acknowledged Gen Zers' skill in critical thinking, the rest considered them devoid of the competence. The reason for participants' disagreement on whether Gen Z possess critical thinking skills or not may lie in the questioning nature of Gen Z. This tendency of constant questioning may easily be mistaken for critical thinking skills. Their impatient nature is once more at the heart of these shortcomings. Researchers also warn educators about Gen Zers' short of creativity and collaboration skills (Halisdemir, 2016; Kuran, 2020; Seemiller and Grace, 2016). Unless a lost generation is desired, actions should be taken to incorporate these skills into curriculum before it gets too late.

Gen Z aspire to study abroad and being familiar with the foreign culture and the language eases the way. Having a better financial situation to study in a foreign country or wishing to leave Turkey because of a better future can be other reasons (Kuran, 2020; Sonkur, 2021). According to TUIK (2019), 84.863 young people between the ages of 25-29 left Turkey for better life standards. In the past, a 4-year university education was enough to do the same job for 30 years. In today's condition, as soon as you graduate from university, all knowledge gained already falls outdated. Gen Zers' desire to further their education abroad may stem from this awareness as well. Programs like Erasmus improves their acclimation to foreign cultures once they graduate from university.

Finally, Gen Z were reported to be more physically active in the classroom in this study. According to Rothman (2016), Gen Z are a generation of kinaesthetic, experiential, and hands-on learners who prefer to learn by doing rather than listening to or reading. Their being psychically active in the classroom may be a call for experiential and kinaesthetic learning. Participants acknowledged the fact and designed their courses accordingly. Being digital has melted down the concrete walls of classrooms. Since Gen Z demand flexibility in place and time, confining them to a traditional classroom may feel like a lion in a cage.

5.2.2.4. Teacher characteristics

Gen Z students demand Gen Z instructors. Two broad themes emerged from the analysis: teacher roles, teacher qualities and skills.

5.2.2.4.1. Teacher roles

The most recurrent teacher role that surfaced during the interviews was teachers being a guide. This is also consistent with Seemiller and Grace (2016) who claim that traditional roles of teachers have evolved into teachers acting as mediators between students and the vast information available to them. Not only as guides in accessing the information but participants also mentioned how they acted as mentors for students in their academic and private lives, which could only be explained with participants' caring personalities.

5.2.2.4.2. Teacher qualities and skills

A number of issues were identified under the heading:

5.2.2.4.2.1. Creating a bond

Creating a bond with students was a common theme among Gen X and Gen Y participants. As it was acknowledged by almost all participants, effective communication is the first step to creating a healthy bond with students. These results reflect those of Seemiller and Grace (2016) and Northern and Petrilli (2017) who also found that teachers are the primary source of Gen Zers' school involvement and connection. It was interesting though how Ceyda, a Gen Y participant, disapproved of Baby Boomers criticizing them for being friendly with their students. The phrase of hers: "*Haven't you ever heard of this? "I loved my teacher so much that I decided to become an English teacher*" is illuminating on the issue of different perspectives of instructors on creating a bond. Students open up themselves to new learning experiences when that rapport is built between the instructor and the student.

Yet again, the confession of some Generation Y participants that they cannot balance their relationships with students or having a less *approachable persona* may be due to their fear of losing their authority over the students, which was also reiterated by them.

5.2.2.4.2.2. Effective communication

In building up effective communication, almost all participants acknowledged the fact that their students were unique and that they should not be treated as a *pack*. This again shows the strength of participants' affective skills, which enhances their capability at listening and hearing their students as well as developing empathy and respect for them.

5.2.2.4.2.3. Open to criticism

Although Gen X and Gen Y participants stated that a Gen Z teacher should be open to criticism, this notion did not seem to hold place in most Baby Boomer participants' agenda. While one Baby Boomer participant who worked in private sector for 20 years before starting teaching, stated that those criticisms could be utilized to reflect on, the others commented differently and labelled criticisms as reckless behaviour or they chose to ignore them totally. Quite naturally, the attitude stems from a different bringing up, which belonged to a different era.

5.2.2.4.2.4. Including students in the decision-making process

Participants were very meticulous in including students in the decision-making process, which implies a democratic and just environment where students would be more willing to cooperate in the enforcement of mutually composed rules. This finding in the study corroborates with what Kuran (2020) articulated. If children are involved in the decision-making processes, they own these rules and their sense of trust and belonging cultivate. The conclusion is also consistent with Choice Theory (Glasser, 1999), which allows students to make the most informed decisions for themselves and their friends while maintaining authority to fulfil five basic psychological needs: "survival, freedom, power, belonging, and fun". Similar psychological needs were also articulated by Jale to create the ideal learning environment for students.

5.2.2.4.2.5. Competency

Although it is vital for an instructor to deliver knowledge in an effective way, the first thing s/he must possess is the competency in her or his area. Since lifelong learning is at the

heart of new millennium, knowledge of the field will never be sufficient unless it is updated. For that purpose, in-service trainings are provided by the institutions to keep up with the current developments in the area. However, what Perihan said about professional development is worth discussing: "*Frankly, teachers should have that inner motivation to develop themselves professionally*". This is an important comment coming from a teacher trainer since it shows external factors cannot achieve much unless there is intrinsic motivation to proceed. What Noyan said about having been lethargic prior to pandemic also sheds light on instructors' inertia to update themselves. However, in Noyan's example, online education acted as a strong external factor to shake off that numbness instructors have been buried into for many long years.

Competency should be consolidated with contemporary and more cultivated skills. In order to demonstrate these proficiencies, first, teachers should be equipped with 21st century skills. Yet, Perihan was doubtful about how much they were able to raise awareness of instructors through workshops they organized on these essential competencies. As it is evident in literature, institutions may remain too slow to keep up with these proficiencies, which in turn, creates a talent shortage in business life (Kuran, 2020; ManpowerGroup, 2019). This indicates the importance of in-service trainings if we want a better world shaped by talented young people.

5.2.2.4.2.6. Keeping up to date with current technologies

Since Gen Z are highly digital, teachers are increasingly required to employ new technologies in the classroom in order to provide a platform for students to use these technologies freely for educational objectives (Szymkowiak et al., 2021). Instructors should be role models in implementing these tools, which could also enhance Gen Zers' digital literacy. All participants agreed on the fact that without technology, it was nearly impossible to get the attention of Gen Z. Arda even joked as students would drop the course at their earliest convenience after having some fun in the nostalgic lesson done with the amenities of decades ago. However, although instructors may be motivated and hold positive attitudes towards technology incorporated lessons, they may not have the necessary skills or trainings to improve on. In this study, while Gen Y participants did not demonstrate any weaknesses in their abilities to use technology, Gen X participants were in a tearing rush to keep up with the new technology to devise their lessons. Baby Boomers were mostly lost at how quick

they left board markers and moved onto digital platforms. They were striving hard to keep their teacher identity in this strange world of education and learning. A few Baby Boomer participants were competent at devising their lessons on digital platforms, which shows that digital literacy is not related to age but attitude. It is the inclination and motivation which makes the difference in possessing new century skill set. Those who cannot adapt either resigned or suffered. In the institution where the study took place, a few Baby Boomer instructors resigned from their posts since it became difficult for them to adopt new generation teaching techniques during the pandemic and online education.

However, instructor's contribution to that technology is equally important as Doruk highlighted. Since teaching is still a humanly act, overdoing digital lessons and erasing the existence of an instructor from the learning environment would not yield effective results. Instructors should demonstrate their parts in technology incorporated lessons, as well. If technology on its own were enough, Gen Z students would not complain about watching films or long videos. They demand meaningful activities that accompany the digital content, which would exhibit the instructor's artistry and skill in that lesson. This finding also corroborates with Cognitive Theory of Multimedia Learning by Mayer. Simply adorning visuals with words is ineffective in achieving the desired learning outcome. The goal of educational media should be to figure out how the human mind works and then design for it (Learning Theories, 2020).

5.2.2.4.2.7. Keeping up to date with current events and social media

Not only with technology, but also keeping up with current events and social media emerged as another important theme in the study. To connect with their students, participants mentioned cracking a latest joke on social media or playing the latest online games, which shows how teaching profession has evolved into something much diverse than its traditional meaning. It is obvious that instructors no longer have the luxury to come into classes and deliver their subjects and done with it. It is much arduous now. An instructor should always be one step ahead of her students to maintain her role as a guide, mentor and facilitator in the class. Young people and especially Gen Z may not hold their teachers in high regards if they feel s/he does not speak the same language with them. According to participants' views, an instructor's duty is to create a positive, open-minded, flexible, safe and energetic environment, which could only be created by constantly ruminating and imagining.

5.2.3. How are you adapting yourself to Gen Z students?

The data analysis revealed three main themes in relation to the third research question: teachers' behavioural adaptation, technological adaptation and teacher generational differences, which will be discussed below.

5.2.3.1. Behavioural adaptation

There were different stories coming from participants on how they realized they needed to change and adapt themselves to Gen Z. However, the need to change their behaviour was diverse across the generations. Only two Baby Boomer participants expressed how they fell behind as an instructor to attract students' attention in the lessons. However, the rest of Baby Boomer participants did not mention any necessity for a change on their part. Quite the contrary, two of them stated that Gen Z should adapt to instructors, not the other way round. Interestingly, while Baby Boomer participants were responding to the research questions, their sentences usually started with "I" subject, putting the emphasis on their teaching but ignorant of how it was perceived by the students. They mostly talked about how they tried hard to teach the target language in vain. Except for two Baby Boomer participants, when they mentioned Gen Z, it was mostly for the generation's disrespectful, reckless attitudes towards instructors.

Discourse was different in Gen X participants' statements. Gen X participants mostly concentrated on Gen Z students and how they were very different from previous generations and especially their own generation. They mainly focused on their own shortcomings and struggles to keep up with Gen Z.

Gen Y participants could fall under two groups on behavioural adaptation. They either mentioned nothing on behavioural adaptation like the fish unaware of its surrounding as they belonged to similar generations or criticized Gen Z harshly for being overly emotional or undisciplined.

Gen X participants' tendency to be more tolerant of Gen Z students' behaviour could be explained by their parenting to Gen Zers. Moreover, they are still far from retirement, and they are obliged to adapt themselves to new ways of teaching the target language. Baby

Boomer participants are already retired from other institutions, and they may not have seen the necessity of adapting themselves to yet another generation. They may be tired and unwilling to go on in their profession. Gen Y participants' statements were puzzling though. Since their ages are the closest to Gen Z students, they may be having much harder times in maintaining the class order, which would lead to extra struggle in adapting their behaviour to Gen Z students.

5.2.3.2. Adaptation on technology

Technology took up the largest part of the interviews. If it weren't for pandemic and the online education, the revelation of falling behind the digital learning wouldn't have come for several more years. When analysed according to generations of participants, Gen X participants were the ones that mostly endeavoured to learn new technologies. They confessed to their shortcomings and grateful to pandemic for enabling them to adopt new techniques. They do not think of going back to classrooms with their old skill set and attitudes anymore when they have witnessed something so great in diversity and applicability. However, they were also aware of how simple their techniques might be perceived by Gen Z students. Yet, this poses no barrier since Gen X participants have been noted to be very enthusiastic about incorporating technology into lessons during the interviews. Gen Y participants may have been assumed to have no difficulty with technological tools, yet several of them mentioned they needed to catch up with Gen Z, too. However, the technological tools Gen Y participants mentioned were at much higher cognitive levels. PowerPoint can be given as an example to how different generations excelled at technological tools during online education. Baby Boomer generations felt so satisfied and proud if they were able to devise their lessons on PowerPoint in its simplest version. Several of them were even felt happy when they could only show a pdf document on the screen. Gen X participants, though some of them had some knowledge of PowerPoint prior to pandemic, rejoiced at the capability of adding sound on the slides. However, when it comes to Gen Y participants, PowerPoint was already an old application for them, and they were now using its sophisticated versions to create online games along with similar other high technology tools. As it is seen from the PowerPoint example, generations' proficiency level at technology is varied but they all address the same audience, Gen Z students.

What Ceyda said, as the present teacher trainer in the institution is noteworthy. She criticized instructors who still insisted on staying in their teaching positions although they could not keep up with the Gen Z students' profile. This may be due to extra burden on teacher trainers and Gen Y participants in helping out their colleagues to adapt to new changes, which may have caused frustration on both sides. How one participant described herself as analog while Gen Z are holograms is also backed up by Rothman (2016) who described Gen Z students as digitals and many instructors as still analog.

5.2.3.3. Generational differences among instructors

In this study, meetings with different generations of instructors were held in order to visualize Gen Z students' characteristics and their learning environment since real classroom observations of students could not be made in the academic year of 2020-2021 due to pandemic. With this regard, focus group meetings were set accordingly. One mixed group was formed, and different generation of participants were brought together to eliminate the intimidation or bandwagon effect of same generation participants. It is obvious that Baby Boomer participants lacked necessary technological skills in the classrooms, but teaching does not comprise of only technological competencies. Anyone who has been a student knows that effective teaching and learning resonate through good rapport, which has been expressed nearly by all participants in the study. Being proficient at technology does not guarantee good teaching, neither does a high level of proficiency in the target language. However, a caring teacher has the obligation to find ways to lure students into lessons, which is a matter of attitude and choice rather than age, proficiency or skill set.

The biggest difference between generations of participants emerged as mixed levels of proficiency on digital competency. In a study done by Fernández-Cruz and Fernández-Díaz (2016), teachers who are between 56-66 years old have longer teaching experience but demonstrate lower levels of Information and Communication Technologies (ICT). The teachers who are between 20-25 years old have less teaching experience but high levels at ICT.

As it was mentioned in previous sections, Kuran (2020) stated that 10% of teachers are Baby Boomers, 40% Gen X and the rest is Gen Y in higher education in Turkey. While Baby Boomers were raised up by didactic ways of teaching, Gen X teachers were more

result-oriented, reward- punishment motivated, and curriculum centred. Gen Y teachers on the other hand are more student centred who are aware of peer influence and inspiration. The findings of this study align with Kuran's studies on participants' attitudes to teaching. Gen X participants were taught by Baby Boomer teachers who instilled the idea of harsh discipline into teaching. However, the example Aylin gave about her reaction to mobile phone usage in the classrooms shows that Gen X participants are now trying hard to find a balance between the way they were taught and the needs of Gen Z students.

In Preparatory, there are 48 instructors, 20 of them Gen Y and the rest is Gen X. Doruk as the head of English Preparatory Unit stated that there are mainly two reasons why they receive phone calls for class changes from students. The first reason is students' complaints about the teacher's lack of energetic and lively lessons. These instructors happen to be mostly Gen X. The second reason is that teachers are implementing harsh discipline in the class. And this group of instructors happen to be Gen Y. Naturally, it would be impossible to state that all Gen X instructors have tedious lessons or Gen Y instructors enforcing tough rules. As stated by Doruk, Gen X instructors may be slow to adapt themselves to Gen Z students. For Gen Y instructors, the reason for implementing harsh rules may be due to their desire to establish a class order, which could be difficult to set up owing to their close ages to students. However, the fact that Doruk wants to work with Gen Y instructors gives away two clues for this cohort of instructors; either they are more effective teachers in the classrooms or they cause less trouble for the administration.

The existence of alienation not only between instructors and students, but also between different generations of educators is worth investigating. This could be surmountable if only different generations of instructors shared the same office rooms. In the institution the study took place, every generation sits with their own. Gen X instructors share an office with Gen X and Gen Y with Gen Y and Baby Boomers with their own. This may have its advantages, but it is clear from this study that unfamiliarity brings antipathy or rather disapproval. If they were allowed to share common venues, they might see from others' perspective, which could yield better results both in academic and private lives. Instructors may learn from one another and become more tolerant of different generations as Başak also acknowledged in the study.

5.2.4. How does EFL learning environment of Generation Z differ from traditional ones for instructors?

Six broad themes emerged under the research question: comparison of Gen Z to other generations, classroom management, and attitude to learning the target language, technology use, recommended activities and skills development, which will be discussed below.

5.2.4.1. Comparison of Gen Z to other generations

Since Baby Boomer and Gen X participants have had the experience of teaching different generations, they had a great deal of data to compare Gen Z students with the previous ones. However, Gen Y participants have only seen their generation and Gen Z so they compared Gen Z with their own generation in terms of learning the language. The comments of Gen Y participants include hurtful and envious remarks at the opportunities Gen Z have now in language learning. These opportunities do not only include technological amenities or a good faculty student ratio but also a close and effective relations with their teachers, which they lacked when they were students. It should not be forgotten that Gen Y participants' teachers were either Baby Boomers or Gen X, who may have much stricter attitude towards students.

When Baby Boomer and Gen X participants compared Gen Z with previous generations, there were unfavourable as well as favourable remarks. Gen Y or even Gen X students not bothering their teachers over trifle matters such as asking the page number out loud in the class without first consulting to her/his friends or being more willing to learn the target language may have two reasons. As it is seen from the table below, the number of universities in Turkey has almost multiplied by 8 in 38 years. This could have decreased the academic quality of students in higher education, which may be the reason for Baby Boomer or Gen X participants longing for previous student profiles. The second reason may be due to Gen Z personality traits. As it has been mentioned before, impatient Gen Z do not have any reservations in expressing themselves, which could result in interruptions of the lesson for asking either page numbers or unrelated topics.

Table 5.1. Total number of universities in Turkey by year (Günay & Günay, 2011; Yükseköğretim Bilgi Yönetim Sistemi, 2020)

Year	Number of state universities	Number of foundation universities	Total number of universities
1982	27	×	27
1984	27	1	28
1994	53	3	56
2006	68	25	93
2011	103	62	165
2020	129	74	203

It is obvious that instructors of Gen Z are having difficult times to attract students' attention since this new generation has endless choices to have fun. So why should they sit in a dull, unattractive lecture delivered by a monotonous voice? That may be the reason why participants complain that convincing the student to stay in the lesson is the hardest part of the profession nowadays.

However, there are participants who acknowledged that they are much happier with Gen Z as they are much willing to learn and more cognizant of the importance of the language learning due to digital platforms offered in lingua franca.

5.2.4.2. Classroom management

Whilst a minority of participants mentioned a few undesired student behaviours, all agreed that they had fewer discipline problems compared to previous years. This result may be explained by the fact that Gen Z have been brought up by Gen X parents, who have higher level of education and higher awareness of etiquette. Surprisingly, students' departments emerged as a variable in the confrontation of misbehaviour. What participants reported was that with certain faculties with a student body of high cognitive levels such as medicine or law, they encountered none or minimal disciplinary acts. It is difficult to explain this result, but it might still be related to Gen X parents who possess high context culture with better life standards. Those Gen X parents may have raised their Gen Z children to be more respectful to learning process. Gen Z students asking for rationale behind every rule may indicate their Gen X parents again, whose values include justice and accountability.

Gen X participants recounted unnecessary interruptions of Gen Z students in the lesson as an element for disruption in the class. As it was mentioned before, this could be due to Gen Zers' impatient nature added with their boldness to speak out loudly. However, Baby Boomer participants took discipline issues much more personal and blamed the lenient discipline system and the interventions of parents to school dynamics. Consistent with the literature, fear and strict discipline rules were effective with Gen X and Gen Y students but today's instructors have found better and more successful ways to deal with student misbehaviour (Halisdemir, 2016). While Baby Boomer participants may still wish to carry on with 30-year-old techniques, Gen X participants have adopted flexibility in observing the classroom rules. These results reflect those of Halisdemir (2016) who also found that intimidation and oppression will not get Gen Z to comply with the rules; instead, love and respect in a democratic society will.

When smart phones as black sheep of the classroom management first started to appear in the classrooms, educators did not know how to deal with them. In this study, however, it was seen that almost all participants have devised ways to incorporate these gadgets into lessons, which were once considered distractions.

Finally, attendance problem was relayed by most Baby Boomer participants. This finding broadly supports the works of Seemiller and Grace (2018) and Rothman (2016) who reported Gen Z suffering from sleep deprivation and their desire for self-directed learning in which individuals are in charge of the timing, speed, and location. This may explain why Gen Z students are unable to attend or reluctant to attend early morning classes.

5.2.4.3. Attitude to learning the language

Pragmatism was often mentioned by participants with regard to Gen Zers' attitude to learning the target language. According to Macmillan dictionary, pragmatism is "a practical way of thinking or dealing with problems that emphasizes results and solutions more than theories" (Macmillan Dictionary, n.d.). While they are studying for their exams or carrying out their tasks in the classrooms, pragmatism is at the core of Gen Zers' nature. As participants stated they are not willing to take part in an activity if they cannot see the benefit of it. This finding was also identified by BNP Paribas whose report suggest that Gen Z are not lost in detail; instead, they are ready to find practical ways to fulfil a task (2015).

Owing to the internet, Gen Z are now much more cognizant of their opportunities both in academic and business life. English as lingua franca can pave the way for them to continue their lives in other countries. Being aware of this fact definitely makes them more alert at the language taught in the classroom. These results corroborate the ideas of Kuran (2020) and Dolot (2020), who suggest that in contrast to earlier generations, Gen Z prioritize overseas education opportunities over professional progress, which has gotten easier with abilities to speak foreign languages.

Nevertheless, some Baby Boomer participants are not satisfied with Gen Zers' endeavours to learn the language. This inconsistence may be due to Baby Boomers comparing Gen Z to Gen X or their own generation, who definitely held different attitude to academic success in Turkey's conditions 40-50 years ago. Those times were arduous and students who were able to attend university must have felt luckier for being given the opportunity considering that there were only 28 universities until 1987.

In learning process, the value of motivation in learning experience is an undeniable fact. Williams & Williams (2011) suggest five key elements for increasing student's motivation: student, teacher, content, method/process, environment. When findings were analysed, it was seen that participants were unconsciously aware of several of these elements. For students' part, intrinsic motivation came to the fore. Students' low proficiency in English, coming from different universities or being unaware of the importance of learning the language all constitute a weakness in intrinsic motivation. However, students cannot be left alone to improve their intrinsic motivation. Thus, participants stated the importance of addressing the intrinsic motivation of students by raising awareness on the gravity of learning a foreign language. This is in line with Northern & Petrilli (2017) who advise educators to try to cultivate intrinsic motivation. Consistent with the findings, when instructors show the benefit of an activity, use technology and relate the content to real life, they may succeed in improving students' motivation. Similar to differentiated instruction, differentiated motivational tools were reported to be carried out, which shows the dedication of instructors in their professions. Actually, intrinsically motivated students do not need any external rewards or reinforcement. However, if the student is extrinsically motivated, s/he should be provided with rewards or advantageous outcomes such as high marks or a high GPA (Williams & Williams, 2011).

Two different sources of motivation are identified in this study: motivation based on needs, and motivation based on interests. Apparently, getting good grades constitute the biggest part of motivation based on needs. As most of the participants stated although Gen Z students are more willing and enthusiastic to learn the language, they cannot avoid the fact that grades pave the way to degrees. Since the institution is a foundation university, tuition plays a great role in students' academic achievements. These results are in accord with recent studies indicating that cost of education is one of Gen Zers' three sources of anxiety (Hawkins, 2015; Seemiller & Grace, 2016; The Center for Generational Kinetics, 2017; Varkey foundation, 2017).

When motivation, based on interests is analysed, it was found out that female students were mostly interested in series and songs while male students were into games. These instruments of motivation were reported to be used in the classroom environments which constitute content component of motivation. For the method component, participants recommended activity diversification which is discussed further in the chapter. The final component environment is mostly structured by institutions by providing the necessary infrastructure, academics, and facilities. Participants stated that Gen Z students do not have a concept for punishment. This could be attributed to Gen X parents, who may not resort to harsh physical punishments of the olden days.

A new type of participation has come onto limelight with the arrival of Gen Zers' to higher education. Instead of physical participation, they tend to choose active engagement. This finding was also reported by Seemiller and Grace (2018, p. 274) who state that Gen Z may refrain themselves from active participation as their reputation is so important for them. Unless they are sure of their answers, they prefer not to speak up. Active engagement was often articulated by the participants as well. However, what Seemiller and Grace say about Gen Zers' remaining silent unless they are confident of their answers may be inconsistent with the findings of this study as participants mostly complained about Gen Zers' cutting in without thinking over their questions or statements.

5.2.4.4. Incorporating technology into lessons

Educators have been inspired to use technology to improve teaching and learning. It definitely has the potential to transform traditional classroom environments into one that is

more dynamic and engaging where students' higher order skills are improved as well (Karabatzaki et al., 2018).

There are many advantages to technology-integrated lessons. The first is its effectiveness as participants stated in the study. Since this generation is highly visual and have a preference for seeking information through videos (Szymkowiak et al., 2021), they are a great way to attract students' attention and facilitate knowledge retention much longer. In line with Seemiller and Grace (2016) and Berk (2009) videos are very popular among Gen Z and they can be used for any purposes from warm-ups to post activities. However, participants are cautious about the length and the content of the videos. Although, Gen Y could watch videos for a lesson hour without complaining, Gen Z easily lose their attention on long ones because of their short attention span and impatient nature. They also expect accompanying activities to videos to get the meaning and benefit of the activity due to their pragmatist nature. Since we are facing a generation with a variety of different tastes, it would be difficult to make them enjoy the contents of the videos especially films or series. According to the reports of participants, there is a similar distaste for music pieces played in the classrooms, as their interests are so varied, they wouldn't like the song or background music the instructor plays in the class. Kuran's study (2020) also indicated a difference of taste in music among Gen Zers.

The second benefit to using technology in the class is its fun element. In accord with the literature and findings, Gen Z enjoy technology-based lessons and games (Northern & Petrilli, 2017; Rothman, 2016). Participants stated that they devised activities and games suitable for Gen Zers' competitive and fun-loving nature. Actually, games are considered highly educational and have been in use for many decades from military to healthcare (Susi et al., 2007). No doubt participants have made use gaming to motivate their students and aid the learning process.

Frances (2017) examines the place of fun in education in his book "The Fun of Motivation: Crossing the Threshold Concepts". There are thresholds in learning, the points where learning becomes painful since the material is hard or incomprehensible. Students tend not to cross this threshold, but instead content themselves with what they already know. Frances emphasizes the cruciality of that point where students will be left with limited knowledge and negative attitude to learning unless they go past the threshold. That's when

fun element comes into play, to motivate students proceed further with their learning experience. However, Gen Zers' fun threshold is much higher similar to a kid receiving a toy every day. Thus, what Nagihan said about convincing her students to learn the material or working hard to prepare attractive materials prior to lessons has some truth in it. Gen Zers are hard to satisfy.

A final reason is the flexibility technology offers through digital learning platforms. Some participants mentioned how they moved beyond classroom walls owing to digital platforms. This self-directed generation (Kuran, 2020; Martin, 2014; Shatto &Erwin; 2016) want no boundaries in time or place so digital learning could be used as extensions of learning as in flipped classrooms or blended learning. Gen Zers' preference of delivery for courses are face to face ones over online courses (Bresman & Rao, 2017) therefore teachers should still be in the classrooms navigating between their traditional and contemporary roles.

Digital learning activities are best accessible via mobile phones. They provide the flexibility and gamification that Gen Z seek for. When smart versions of mobile phones appeared, instructors first tried banning them, which led to disappointing results. Gen Z have poor tolerance when it comes to removing their mobile phones because these gadgets mean a lot for them including searching for information on the internet (Rothman, 2016). There are some participants who stated that mobile phones hampered Gen Zers' concentration in the lessons. This is in line with a study McCoy carried out in an American College on distractions to classroom learning induced by Gen Z usage of digital gadgets for non-class purposes. Based on the results of the study, 59% of Gen Z students used their digital devices out of boredom, 56% wanted to stay connected and 51% used digital devices for classwork. They also confessed to disadvantages of using digital devices during class hours and 87% said digital devices averted their attention in the lesson and 87% admitted that they missed instruction. 7.8% said they would turn off their mobile phones if the instructor offered extra credit for the class grade. Despite the fact that they realized the potential for learning interruptions, 93% of students opposed digital device restrictions in the classroom. 55.69% said it would be beneficial if instructors had a short class conversation regarding the proper usage of digital devices in the classroom at the start of each semester (McCoy, 2020). This backs up Melek's strategy of explaining the students the appropriate usage of digital devices in the classroom at the beginning of each semester. As mentioned before, Gen Z tend to

abide by the rules if a rationale is given to support that rule. However, it is also encouraging that many participants have found ways to incorporate these distractions into lessons.

Mobile phones are also the easiest ways to access internet. Needless to say, how internet has transformed the way we teach and learn, do business, communicate, or access information. Increased activation on the internet in this study corroborates with the literature since it has become the most popular educational tool among college students (Safdar et al., 2020). Ironically, however, while the same participant, Ali, raved about internet for expanding horizons in education, he also felt bitter since internet replaced teachers. Not only Ali but most educators feel hurtful as students get hold of all the information they need prior to lessons (Halisdemir, 2016). It seems internet has become The More Knowledgeable Other in Vygotsky's Sociocultural Theory by providing the Zone of Proximal Development through constant interaction. The Zone of Proximal Development, according to Vygotsky (1978), is the area where instructors must be most delicate in their teaching or directions since this is the place where students will generate higher cognitive abilities (Mcleod, 2020b). In this regard, instructors must be one step further from the students to learn and teach what internet offers to us.

5.2.4.5. Recommended activities for Gen Z

Participants suggested task based, differentiated or competitive activities, but they also stated diversity in the activities is an absolute must. Variety is critical since Gen Z students have shorter attention span with an impatient nature and are ready to consume diverse forms of information preferably on digital media rather than conventional ones (Szymkowiak et al., 2021).

As mentioned before, Gen Z is highly visual (Berk, 2009; Rothman, 2016). Literature is consistent with findings since participants underscored the importance of visual materials in increasing motivation and retention of the knowledge. Participants also reported that they need to carry out fast-paced activities including competition and fun, which is consistent with Rothman (2016) who state that speed and rapid gratification are important to Generation Z.

One participant mentioned how she raised motivation and participation by problem based and/or thought-provoking activities. According to literature, Gen Z like trying and failing many times instead of being told the solutions as they consider these failures as a learning opportunity to solve better (Rothman, 2016). Literature also posits a liking on Gen Zers' side for logic-based and experiential learning which mimics real life experiences through trial and error (Seemiller & Grace, 2016, p. 123). Experiential learning harbouring emotions in its nature leads to better and longer retention of knowledge with an expectation of long-term behaviour change (Kuran, 2020, p. 109).

Gen Z want to design their own learning content either because the content is not to their taste, or it lacks flexibility. This finding supports evidence from previous observations (Kuran, 2020; Martin 2014; Northeastern University, 2014; Seemiller & Grace, 2016, p. 128) who all assert that Gen Z have a strong inclination to design their own course due to their self-directed nature. Or maybe they see schools as a source of pressure (Varkey Foundation, 2017) or simply they do not trust the education systems of schools in terms of content and applicability, so they head for self-learning with the help of an endless pool of knowledge at their fingertips (BNP Paribas, 2015).

For group work activities, there are mixed findings in literature. According to Rothman (2016), Gen Z like collaboration and group work activities and have the ability to express their opinions in group discussions. However, some other researchers proclaim that Gen Zers' individualism being at the forefront could bother business world, so instilling teamwork skills is essential (Arar & Öneren, 2018; BNP Paribas, 2015; Çora, 2019). The findings of this study indicate similar results, which assert that Gen Z do not have a preference for teamwork or group work activities. If they are made to study in groups, they simply distort the nature of the group work projects. Seemiller&Grace (2017) account this individualism for the individual nature of technology. Gen Z prefer to learn individually so that they can arrange the time, pace and setting. They only share when they feel the must. Kuran suggest collaborative learning as a solution to enable Gen Z work in groups. In doing so, they would step out of their comfort zones as well as gaining self-responsibility, understanding and recognition of different views (2020, p. 26).

In group work activities, one other implication comes from Sriprom et al. (2019) who drew attention to *agreeableness.* Being agreeable is defined as being kind, compassionate,

collaborative, and tolerant. People with high level of agreeability get on well with others whereas low agreeableness makes people more distrustful, ambitious, and distanced. In their study in Thailand, Gen Z students were found to have high level of agreeableness, which could hinder group work projects. Students with high level of agreeableness tend not to discuss their opinions, rather they go along with the dominant ideas. However, this could be due to the collective culture of Thailand as well. In this regard, if a similar notion is observed in the classrooms, instructors should be careful at their close monitoring of the group works and make sure that each participant participate actively and freely in the discussions.

5.2.4.6. Skills development

Apparently, Gen Z have changed the order of skills to be learnt. In the past, when grammar ruled, almost none of the students dared to skip classes. However, now, as participants stated, their two most popular skills are speaking and listening. It is evident why Gen Z have chosen these two skills as their favourites. Owing to internet and digital platforms, they can see the practicality and applicability of these two skills more than others while talking to foreigners on games platforms or watching a YouTube tutorial. "*Communicative approach has never become so communicative until this generation*" by Jale actually summarizes the popularity of speaking and listening skills. Is it because these skills gained popularity and more focus is given to them in curriculum and testing or the other way round is not very clear at the moment. Most probably, it is the internet again having altered every kind of operation in human lives, has reworked the curriculum and testing system as well. When connection with the other end of the world is so easy and fast these days, it is not surprising that people would first resort to speaking and listening skills. The question to inquire into one's ability to know a language is "Do you speak English?". Not "Do you read or write in English?".

With reading skill, the length and contents of the texts could create difficulties. Because of their short attention span and easily bored nature (Çora, 2019; Rotman, 2016), Gen Z students prefer to learn in smaller *bites*. Micro learning can prove to be valuable with its 2-5 minutes learning contents (King, 2020). Those small inputs can generate substantial outcomes (Jomah, et al., 2016; Rothman, 2016). However, Gen Zers' short attention span also hinders their critical thinking skills, which should be prioritized as well. Participants more than once stated how much students enjoyed and benefited from ESAP courses, which

could be taken as examples by similar organizations. A possible explanation for the popularity of ESAP courses might be Gen Zers' pragmatist nature and the courses' linkage to their professional areas.

As mentioned before, Gen Zers' threshold for fun is highly elevated, which makes instructors' job double harder. Creating elements of curiosity and suspension in warmups are vital to lure students into the learning activity. Participants in the study frequently mentioned how they put most of their energies into warm up and post activities since the beginning of an activity is the part where students decide whether to participate or not. Similar to presentations, as Darlene Price, award winning presenter and coach, put it "when we speak, we have about 60 seconds to capture our audience's attention, establish credibility, orient them to our topic, and motivate them to listen" (Business Insider, 2014). So an instructor has very limited time to draw students into the learning material.

Finally, in order to improve writing skills, instructors should again appeal to pragmatist nature of students. Once Gen Z are convinced with the benefit of a writing activity or are shown the ties to real world applicability, they will be into it. However, since they see cheating as normal (Rothman, 2016) due to easy access to knowledge on the internet, instructors must put extra effort into introducing academic ethics to Gen Zers.

5.2.5. Are EFL books and materials suitable for Gen Z?

Based on the findings, it was seen that participants are much happier with Preparatory coursebooks since they are more up to date with a balanced focus of four skills and they include iTools or digital platforms. This proved highly useful especially during online education period since those digital platforms enabled instructors to adapt their lessons more effectively on online platforms. However, as Doruk said there are no dream books so the success of exploitation of coursebooks depends on the instructors. Although great time and efforts are put in the preparations of coursebooks, hard copies of books are unable to keep up with the fast pace of life, yet curriculum needs to catch up with the fast-evolving nature of education (Adobeeducate, 2016). Thus, digital platforms of the books have gained much importance as they can be altered, modified or transformed in a single beat of a heart. Similar to digital platforms, instructors are not hard copies. They can keep themselves up to date with current educational developments to deliver effective lessons.

Academic English coursebooks and materials are not as fortunate as Preparatory coursebooks as they are mostly compiled booklets with less attractive layout and less focus on integrated skills. Although instructors try hard to supplement those compiled materials with videos or up-to-date materials, they still do not possess the expertise of publishing houses. More dynamic materials should be prepared instead of static ones to supplement the Academic English coursebooks. Başak said neither the books nor the instructors should have the responsibility of providing fun at all times. Real life is not always comprised of fun activities, why should the learning environment be? There is certainly a truth in this one as well.

5.2.6. Do assessment methods match Gen Z profile?

Participants stated that a balance of four skills in testing started to be achieved, which students enjoyed as well. Still, participants proposed more real-life based assessment types like e-portfolios, interviews, dynamic assessment and so on. Formative evaluation should gain equal weight to summative evaluation, which is in line with Activity Theory. Traditional laboratory experiments have little place in the theory; instead, formative observations are used to track students' developmental progress. Monitoring students' progress in a classroom context has always been an unavoidable aspect of true teaching (Learning Theories, 2016). Participants even proposed differentiated testing, which takes different capabilities of students into account. However, this could disrupt the nature of standardization of testing but could be applied on formative evaluation process. As Arda said the real test of their proficiency level of the language is ironically on virtual platforms, where they play games with people from different corners of the world.

5.2.7. Do the institutions supply the necessary infrastructure or training for Gen Z classrooms?

When participants were asked to elaborate on the last research question, three main themes emerged from the analysis of the interview question: the infrastructure of the institution, training they offer and Foreign Language Education policy of the institution.

5.2.7.1. Infrastructure

Not only in Turkey but all over the world, infrastructure to create Gen Z learning environment poses a problem. The sudden rush into online education and slowness of institutions in adapting themselves to Gen Z profile left many instructors helpless in the establishment of ideal learning environment for Gen Zers. As literature states, with regard to policy, infrastructure and instructional design, institutions should provide the facilities to prepare the optimal learning environment for Gen Z (Awadhiya & Miglani, 2016; Halisdemir, 2016; Szymkowiak et al., 2021).

5.2.7.2. Training

Drawing on the findings, almost all participants appeared enthusiastic to teach Gen Z students. However, they were cognizant about their shortcomings to meet the needs of the generation. Providing suitable training for instructors so that they can adjust their teaching methods to meet the needs of generation Z is of vital importance (Szymkowiak et al., 2021). The alliance among participants in the institution was remarkable. Instructors organized their informal trainings through collaboration within their close circles, which indicate how they are willing to teach Gen Z effectively.

5.2.7.3. Foreign language education policy

The first issue regarding foreign language policy of the institution conveyed was English courses having high credits which could prove advantageous or disadvantageous for the students. These regulations were introduced by a rationale by the board of the institution, indeed. However, it could prove beneficial if they were revisited in terms of practicality and efficiency.

The second issue was participants' dissatisfaction in falling short of their teaching ideals. Unfortunately, from elementary to university, a student-centred approach cannot be implemented due to ever changing educational policies of Turkey. Rather, instructors and students make do with a test-oriented education where assessment establishes the concept of curriculum content. Higher education in Turkey is no exemption of this trend. However, providing in-service trainings and revisiting the instructional design of the institution could

balance the system into establishing a more student-centred language education equipped with needs of Gen Z students.

The institution where the study took place have two mediums of instruction for the departments: English and Turkish. While students studying in departments providing education in English must attend the one-year Preparatory Program, this is not compulsory for students attending departments where the language of instruction is Turkish. However, they take basic English courses in their departments. Still, they may not develop their language competency owing to a lack of Preparatory year, which could lead to many problems both on the side of the students and instructors. This regulation cannot be changed on institution base, yet additional support can be provided for students who have trouble in English courses.

The final issue was the difference between Schools of Foreign Language in state and foundation universities. Participants stated that there were differences in terms of structure, faculty and student profile. These assertions either belong to participants' experience as an instructor or a student at state university many years ago. If a similar study were done both on state and foundation universities, it would be clear whether such differences exist or not. In fact, this is the limitation of this study since it has been carried out only at one foundation university due to pandemic. The difference may simply be attributed to generations rather than institutions.

5.3. Conclusion

This qualitative study aimed to explore Generation Z students' EFL Learning Environment in Tertiary Education. With regard to these aims, seven research questions were asked. The purpose of the first research question was to find out instructors' teaching philosophy. The second research question intended to discover if there were any changes in participants' teaching philosophies regarding Gen Z. Third research question meant to uncover how well instructors were adopting themselves to Gen Zers. The objective of the fourth research question was to discover if there were any differences in Gen Zers' learning environment compared to previous generations. While the fifth question addressed whether the coursebooks and materials were suitable for Gen Z, the sixth one reviewed the suitability

of assessment methods. Finally, the last research question attempted to find out the role of infrastructure in creating Gen Zers' learning environment.

In order to respond to these research questions, data were collected using semi-structured interviews, focus group meetings, and field notes over the fall and spring semester of 2020-2021. The study was conducted at a foundation university's School of Foreign Languages in Turkey. Thirty-two English language instructors took part in the study. A five-step model for qualitative studies was used for data analysis. The data were analysed through an analytic method comprising five phases. The following conclusions are drawn from this study as a consequence of the in-depth analysis of the data.

First, it was found out that participants' teaching philosophy had its roots in Humanism together with a focus on students' needs and effective communication in order to create the optimal learning environment for Gen Z students.

Second, although the teaching philosophy of the participants was based on humanism, they had to go through an adaptation process for Gen Z students. Within the scope of this study, those changes mostly included current techniques and tools to meet the needs and interests of the students. A recurrent theme was how Gen Z students' different tendencies and interests necessitated a unique type of instructor. Passing through the adjustment process, participants acknowledged having some problems regarding behavioural and technological adaptation. Even though it was not intended, generational differences among instructors surfaced as a variable in the study. It was found out that different instructors belonging to different generations had dissimilar attitudes and practices towards Gen Z students.

Third, Gen Zers clearly had different characteristic traits in the classroom, which necessitated different approaches or techniques to teaching the target language. Although the essence of teaching and learning still stayed the same, Gen Z students have much improved conditions in terms of language learning. However, this does not spoil Gen Z, rather it was discovered that Gen Z students were much compliant with the rules as long as their rationales were provided. Their attitude to learning the target language was also heightened with their close contact with technology and internet. It was also discovered that technology-based lessons are a must and Gen Z tend to steer their own learning via digital

apps. In such a learning environment, instructors must merge traditional methods with the current 21st century skills and make necessary adaptations to address Gen Z students. Among four skills, speaking and listening emerged as the most popular two skills by far. This could also be explained by Gen Zers' close interaction with the digital world. Students' critical skills or research skills were identified as their weak point, which need improving through engaging, short but effective tasks.

Fourth, the findings of this study clearly demonstrate that traditional methods of teaching are no longer suitable for Gen Z, therefore each stakeholder has to share their parts in establishing an effective learning environment for Gen Z students. Despite the fact that publishing houses put great efforts in improving coursebooks, they still lag behind the generation. In this regard, it is mostly up to instructors to keep the pace with students by following the latest trends and digital platforms in language teaching. For the assessment part of teaching, instructors felt satisfied since four skills were assessed in the exams. However, they also wished the assessment would mimic real life language uses.

Fifth, it was uncovered that the institutions were equally responsible in the creation of the optimal learning environment for Gen Z. Pertaining to this, they should provide the necessary infrastructure along with the trainings for the instructors.

5.4. Practical Implications and Recommendations

It seems Gen Z consider English as a second language whereas with previous generation, it was viewed as foreign language. This transformation definitely puts all stakeholders of language teaching into a joint duties and responsibilities venture. In that respect, the following practical implications are offered based on the findings.

1. It should be acknowledged by now that instructors are facing a totally different cohort of students whose learning preferences deviate from the traditional ones. In an attempt to establish the ideal learning environment, the first mission lies within the responsibility of institutions. Institutions should provide the necessary infrastructure for Gen Z learners such as strong internet connection, smart boards or any other digital devices that instructors need. They could collaborate with other

institutions of the same kind to offer the optimal facilities for Gen Z cohort of students.

2. Without training, infrastructure would be similar to the hardware parts of a computer short of its software to run. School of Foreign Languages together with education centers such as Distance Education Center, Learning and Training Center, Psychological Counseling and Guidance Center should provide the necessary trainings for instructors on generations and especially on Gen Z student profiles.

3. Extra support should be given to Baby Boomer and Gen X instructors in adopting necessary skills. Better yet, to solidify the collaboration among instructors, joint projects should be devised across generations of instructors. If it is possible, offices could be arranged to seat instructors from different generations to strengthen peer learning and ease the tension between different generations of instructors, which would definitely add to one another's ability to look at things from different perspectives.

4. Learning environment should be designed to fit Gen Z students. Technology incorporated lessons, creating real world experiences, experiential learning, micro-learning, collaborative learning, integrating students' interests into curriculum, building student capacity on digital literacy, using the right social media could be just a few examples. To include students in decision making process, their ideas could be picked on classroom and campus matters. Rules should always be imposed with their rationales behind.

5. Coursebooks, material and assessment should be revised according to real life requirements and Gen Z students' expectations. Publishing houses with the most up to date course books and digital platforms should be selected. Curriculum members should be given extra trainings on how to devise activities on digital platforms.

6. Institutions should design a campus suitable for Gen Z students as well as providing classrooms appropriate for Gen Z learning preferences. Sports facilities could be improved along with libraries equipped with 21st century technological amenities.

5.5. Limitations

Along with some methodological limitations, which were previously mentioned in Method chapter, this study was carried out only at one foundation university, which raised

the issue of Gen Z students' profile at state universities. The question of whether Gen Z students at public universities have the same characteristics and learning environments still remains unanswered and waits to be explored.

5.6. Suggestions for Future Research

The limitations of the study constitute suggestions for future research. If such a study would ever be conducted again, it should include at least two universities; one state and one foundation university. Besides focus group and individual interviews, there should be classroom observations to monitor the phenomenon first-hand. Interviews should be done face to face to catch non-verbal clues to enrich the field notes. If possible, a mixed method of inquiry should be utilized reckoning student dimension into study as well.

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APPENDICES

APPENDIX A: CONSENT FORM

Participant's Name-Surname:

Observation/Interview Date:

Title of the Thesis: A Case Study: Exploration of Generation Z students' EFL Learning Environment in Tertiary Education

Description of the Thesis: "A generation is all the people in a group or country who are of a similar age, especially when they are considered as having the same experiences or attitudes" (Collins, n.d.).

The Silent Generation (1928-1945)

Baby Boomers (1946-1964)

Generation X (1965-1980)

Generation Y (1981-1996)

Generation Z (1997-2012)

Generation Alpha (2012-)

The purpose of this case study is to explore Generation Z students' EFL Learning Environment in Tertiary Education.

- I agree to participate in this study voluntarily.
- I know that I will not be paid for participating in this interview.
- I understand that any time I am able to decline to answer a question or end my participation in this interview.
- I know that my lesson will be observed by the sole purpose of Generation Z students' EFL Learning Environment and the interview will take about 20 minutes.
- I understand that my personal information including my name will not be used in a research study using the data gathered from the observations and interviews.
- I know that as a participant in this interview, my confidentiality will be maintained.
- I confirmed that I have read and understood the explanations.
- I know that I will be provided wit a photocopy of this consent form.
- I confirm that the researcher can use my quotations in her thesis.

I consent to the terms listed above by signing this document.

Participant's Signature   Participant's Signature

_____   _____

Date Signed   Date Signed

__ /__ / 202   __ /__ / 202

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        https://www.collinsdictionary.com/dictionary/english/generation

APPENDIX B: FOCUS GROUP INTERVIEW QUESTIONS

Date:

Time of interview:

Place:

Duration:

Interviewer:

Focus Group Interviewees:

1. What is your teaching philosophy?

2. What is your teaching philosophy with Gen Z students?

- What has changed in your teaching philosophy with Gen Z?
- Are you aware of generations?
- What are Gen Z characteristics?
- How do you think a Gen Z teacher should be?

3. How are you adapting yourself to Gen Z students?

- Have you gone through any adaptation process?
- Can you elaborate what kind of adaptations have you had to make when working with Gen Z students?

4. How does EFL learning environment of Generation Z differ from traditional ones for instructors?

- What are the differences between previous generations and Gen Z?
- Are there any differences in classroom management?
- Are there any differences in students' motivation and participation?
- Are there any differences in their attitudes to learning English?
- What skills are they most interested in?
- What is the place of technology in your lessons?
- What kind of activities do you recommend for Gen Z students?

5. Are EFL books and materials suitable for Gen Z?

- If not, what kind of alterations or modifications would you make in Preparatory coursebooks and materials?
- If not, what kind of alterations or modifications would you make in Academic English coursebooks and materials?

6. Do assessment methods match Gen Z profile?

- If not, what kind of alterations or modifications would you make in Preparatory?

- If not, what kind of alterations or modifications would you make in Academic English courses?

7. Do the institutions supply the necessary infrastructure or training for Gen Z classrooms?

- If not, what kind of infrastructure do you need?
- If not, what kind of training do you need?

APPENDIX C: SEMI-STRUCTURED IN-DEPTH INTERVIEW QUESTIONS

Date:

Time of interview:

Place:

Duration:

Interviewer:

Interviewee:

1. What is your teaching philosophy?

2. What is your teaching philosophy with Gen Z students?

- What has changed in your teaching philosophy with Gen Z?
- Are you aware of generations?
- What are Gen Z characteristics?
- How do you think a Gen Z teacher should be?

3. How are you adapting yourself to Gen Z students?

- Have you gone through any adaptation process?
- Can you elaborate what kind of adaptations have you had to make when working with Gen Z students?

4. How does EFL learning environment of Generation Z differ from traditional ones for instructors?

- What are the differences between previous generations and Gen Z?
- Are there any differences in classroom management?
- Are there any differences in students' motivation and participation?
- Are there any differences in their attitudes to learning English?
- What skills are they most interested in?
- What is the place of technology in your lessons?
- What kind of activities do you recommend for Gen Z students?

5. Are EFL books and materials suitable for Gen Z?

- If not, what kind of alterations or modifications would you make in Preparatory coursebooks and materials?
- If not, what kind of alterations or modifications would you make in Academic English coursebooks and materials?

6. Do assessment methods match Gen Z profile?

- If not, what kind of alterations or modifications would you make in Preparatory?

- If not, what kind of alterations or modifications would you make in Academic English courses?

7. Do the institutions supply the necessary infrastructure or training for Gen Z classrooms?

- If not, what kind of infrastructure do you need?
- If not, what kind of training do you need?

APPENDIX D: EDUCATION INSTITUTE APPROVAL

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Selma Kasımay'ın, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı "Bir Vaka Çalışması: Yükseköğretimde Z Kuşağının EFL Sınıflarında Sınıf Yönetimi" başlıklı tez önerisi, değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir.
Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. M. Abdülkadir Varoğlu	Olumlu/Olumsuz	
Prof. Dr. Kudret Güven	Olumlu/Olumsuz	
Prof. Ali Sevgi	Olumlu/Olumsuz	
Prof. Dr. Işıl Bulut	Olumlu/Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/Olumsuz	
Prof. Dr. Can Mehmet Hersek	Olumlu/Olumsuz	
Prof. Dr. Özcan Yağcı	Olumlu/Olumsuz	

APPENDIX E: SCHOOL OF FOREIGN LANGUAGES APPROVAL

1993

BAŞKENT ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu Müdürlüğü

03.02.2021

Sayı : E-44447083-605.01-7260
Konu : Araştırma İzni (Selma Kasımay)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi :   27.01.2021 tarih ve 6143 sayılı yazınız.

Enstitünüz Tezli Yüksek Lisans programı öğrencisi Selma Kasımay'ın "Bir Vaka Çalışması: Z Kuşağı Öğrencilerinin EFL Öğrenme Ortamının Keşfi" konulu tez çalışması kapsamında Öğretim Elamanlarımız ile görüşmeler yapması Yüksekokulumuzca uygun görülmüştür.
Bilgilerinize arz ederim.

Müdür

APPENDIX F: LIST OF EXAMPLE INITIAL CODES

A citizen of the world	Demanding effectiveness
Absent-minded	Designing attractive lessons
Accustomed to being served	Designing interactive lessons
Acknowledgement with rationale	Designing thought-provoking lessons
Adapting materials	Desire to design their own contents
Appreciation of learning	Different student profiles
Approaches	Differentiated activities
Arousing curiosity	Differentiated Instruction
Artistic	Differentiated motivation
As if they are the centre of the world	Difficult to handle
As if it was their birth right	Difficulties at workplace
Ask for empathy	Discipline
Assessment	Dislike advice
Assignments	Distractors
Assignments	Do s and don't s don't work
Attendance	Doing away with boundaries
Attitude to respect	Don't insult my intelligence
Attitude towards lessons	Don't teach us everything, leave some for us
Attitude towards other languages and cultures	Dreams vs. Real life
Awareness of English Language Education	Easily bored
Behaviour	Emotions
Being approachable	Encouraging teacher
Being digital	Energetic teacher
Being selective	Engagement
Belonging	Enthusiastic
Boldly voicing their demands	Enthusiastic about reading
Bored easily because they are fast	Enthusiastic on professional development
Capability	Exam oriented
Careful not to hurt	Exceptions in student profile
Caring teacher	Explaining why they are doing an activity
Challenge them	Expressing emotions easily
Cheating	Extra-curricular activities
Classroom management	Eye contact
Communicative	False digitals
Competent teacher	Fast access to information
Consistency	Feedback
Continuous teaching	Financial status is better
Cool	Flexible teacher
Creating a bond	Follow-ups/post activities
Creating a non-threatening environment	Foreign cultures
Creating a positive atmosphere	Foreign Language Education Policy
Creating a sense of belonging	Free teacher
Creating an enjoyable learning environment	Free to design learning content
Creative teacher	Fun activities
Critical Thinking	Global English
Cultural background	Gluttony is their biggest sin
Curious	Good observants
Defying authority	Group work/individual work
Grammar	Multitasking-multi skills
Games	Mutual trust
Gen X	Needs
Gen Z vs. Gen Y	No indifference to world problems
Global English	No reservation in expressing themselves

Gluttony is their biggest sin	Non-judgemental
Good observants	Not careful
Group work/individual work	Not manipulated easily
Grammar	Not open to criticism
Having a wide range of interests	Not using proper language
He accuses me of being aggressive	Online education
Hearing students	Online platforms
Helpful to teachers in technology	Open to communication
Honest	Open-minded teacher
Humanistic	Parents
Humanistic attitude	Participation
Humorous	Participation for grades
I am the boss	Partner system
I can't wake up early	Perception of teacher
I need to convince them to teach	personal attention
Idealism	Persuasion
Ignorance of life	Physical activity
Ignorance of the organization	Plagiarism
Impatient	Poor focus
Impatient	Power struggle
Impracticality	Pragmatism
Inability to write	Praises for students
Inclusion in the decision-making process	Problem based activities
Infrastructure	Productive skills
Innovative teacher	Punishment
Instructional Methods	Purposeful activities
Interactive	Reading
Interdisciplinary	Real life English
Interests	Relationship with students
Intrinsic/Extrinsic motivation	Relationship with teachers
It is important for them to feel cared	Relax attitude
Keep them busy	Resilient
Keeping students active	Rewards
Lack of comprehension	Role models are different
Lack of course materials	Rules
Lack of struggle	Self-centred
Learner autonomy	Self-confident teacher
Learning from students	Series
Let them express themselves	Sharp tongued
Listening	Short attention span
Loving teacher	Short, fast activities
Making mistakes	Skills
Merry	Sloth
MKO	Social media
Mobile phones	Socio-economical background
Songs	Teacher perception
Speaking	Teacher resistant to improve herself
Special treatment students	Teacher responsibility
State vs. private universities	Teacher sharing experiences
Student background	Teacher sharing their interests
Student grins at me/insolent	Teacher staying up to date with their interests
Student well-being	Teacher strengths
Student workload	Teacher up to date with technology
Student-centred designs	Teacher weaknesses
Students from other universities	Teacher workload

Students need us to learn	Teachers at different institutions
Studying abroad	Teachers open to criticism
Suitability of books and materials	Teachers respectful to students
Taking responsibility for their own learning	Teaching adaptability
Task-based	Teaching and learning through grades
Teacher acknowledging differences among students	Teaching experience
Teacher adaptation	Teaching how to learn
Teacher adopting current skills	Teaching Philosophy
Teacher arousing respect	Teaching Philosophy with Gen Z
Teacher as a learner	Teaching universal skills
Teacher as facilitator	Teaching where and how to use the knowledge
Teacher as mentor	Technology Use
Teacher as motivator	Their needs are different
Teacher as resource	Their perception of authority
Teacher as role model	Their perception of respect is different
Teacher attitude	They are active
Teacher awareness on Gen Z	They are always linked
Teacher awareness on generations	They are always questioning
Teacher background	They are competitive
Teacher being a good communicator	They are creative
Teacher being a guide	They are critical thinkers
Teacher being patient	They are cunning
Teacher burnout	They are different
Teacher centred	They are enthusiastic
Teacher characteristics	They are exhausted
Teacher collaboration	They are individualistic
Teacher communication with students	They are initiative
Teacher competency	They are kind-hearted
Teacher devotion	They are multitasking
Teacher different roles	They are open minded
Teacher emotions	They are pragmatic
Teacher empathy	They are proud
Teacher evolution	They want fast content
Teacher explaining rules with rationales	They want right to access anytime
Teacher Generational differences	They want short answers
Teacher identity	They want to be self employed
Teacher incorporating technology	They want to show themselves, right?
Teacher motivation	They want to speak
Teacher perceiving through students' eyes	They want what they ask for right away
They are success oriented	The generation that will shape the world
They are weird	They are relaxed
Traditional	They are reserved
Training	They are risk takers
They can't take criticism	They are self-confident
They close themselves	They are smart
They cut corners in earning money	They are social
They demand accountability	They are spoiled
They demand flexibility	They are utilitarian
They demand independence	They seek fairness
They do not abuse good will	Tolerant teacher
They don't care about you	Tolerant
They don't like the activities	Values
They don't want their opinions interfered	Valuing teacher experience
They don't want to be restricted	Variety

They fuss over everything	Videos not attractive
They have ailments	Visual learners
They have money	Vocabulary
They have non-destructive ways	Want to be accepted as they are
They have their own language	Want to be acknowledged
They know everything	Warmups
They know their rights	What am I going to learn?
They lack reading skills	Whats app access
They lack research skills	Work ethic
They like being alone	Writing
They like boundaries	
They like guidance	
They like sharing	
They like standing out	
They live fast	
They need to be guided	
They need to feel safe	
They object to everything	
They prefer living with their families	
Tuition	
Turkey conditions	
Understanding teacher	
Unenergetic	
Unenthusiastic	
They stay up to date	
They want everything fast	