GENERATION Z EFL STUDENTS' EXPECTATIONS FOR ENGLISH LANGUAGE LEARNING IN A TECHNOLOGY-ENHANCED UNIVERSITY CONTEXT

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MASTER OF ARTS
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ABSTRACT

This study explores the expectations of Generation Z undergraduate English majors in six areas: instruction, materials and resources, testing and evaluation, assignments, lecturers, and future use of English. It also examines how these expectations affect learning engagement within the framework of a technology-enhanced university context.

Data were collected using a mixed-methods approach from 125 students at the School of Liberal Arts, Mae Fah Luang University in 2022. A structured questionnaire (5-point scale) and semi-structured interviews with 13 selected students were used. Quantitative data were analyzed using descriptive statistics, while qualitative data underwent content analysis.

Results showed the highest expectations were for the future use of English (mean = 4.45), especially for careers and global communication. Expectations for lecturers (mean = 4.32) focused on adaptability, tech skills, and generational awareness. Students preferred communication-based instruction, authentic digital materials, and personalized assessments. While technology was central to their learning, face-to-face interaction remained important.

Keywords: Generation Z, EFL Learning, Transformative Digital Learning, Technology-Enhance University Context, Expectation
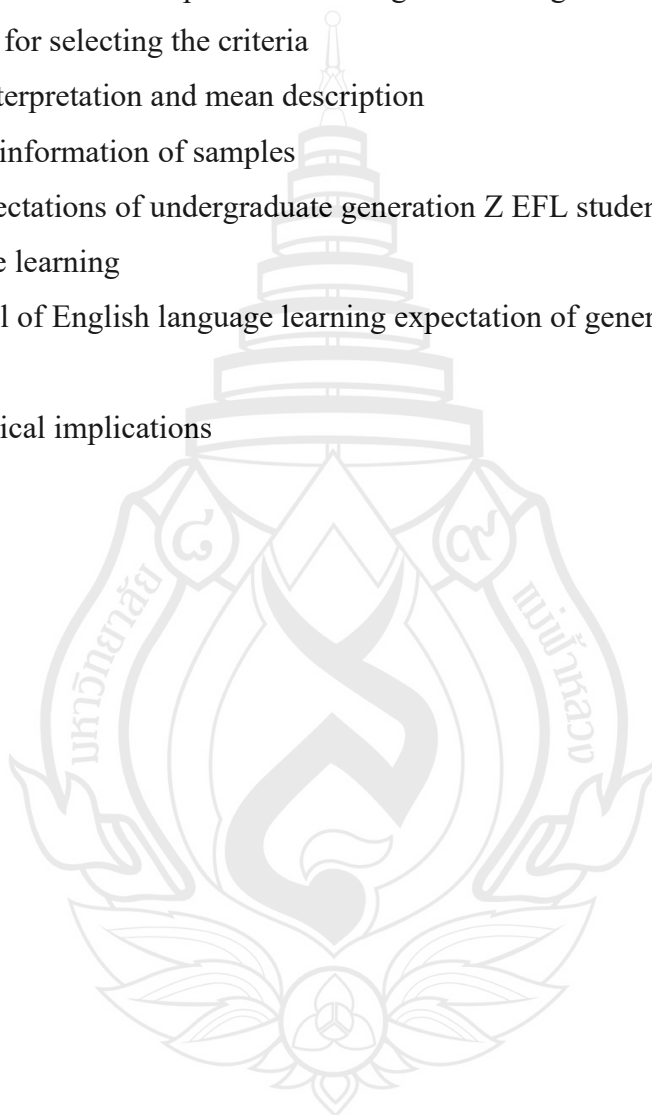
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CHAPTER 1

INTRODUCTION

1.1 Introduction

1.1.1 English in the Present Time and in Thai Context

Nowadays, people are living in the era where they can no longer argue about the importance of English anymore because it has undoubtedly been utilized every day by various people regardless of their background and race. Obtaining English language skills can be compared to obtaining the keys to access knowledge, entertainment, and opportunities. To begin with, people can gain and exchange knowledge using the English language as a medium of communication. As massive sources of knowledge such as research, journals, and books are provided in English, English speakers have greater opportunities to consume or develop those sources that enrich their lives and the lives of others. In addition, people can acquire more entertainment as many of them are provided in English. Especially in this digital world, those contents can be consumed online including sources of entertainment such as social media and online streaming services. Apart from that, English language users have better access to opportunities. These days, English is a required skill if an individual needs to work in a multinational company or a job that is highly exposed to the English language. English speakers obviously have better advantages when they go abroad. Moreover, English as a global means of communication greatly reduces borders and offers opportunities to recognize people's culture. English language learning empowers diversity by overcoming cultural gaps and constructing bridges between cultures, especially English as a Lingua Franca. Therefore, the English language responds to the learner's preferences whether it is to acquire specific knowledge or to broaden their global perspectives. And it also responds to diverse learners as well.

As in Thai contexts, English language learning has been integrated as a core curriculum in Thailand and still continues to do so. Thai education has been influenced by the English language since 1824 (Darasawang, 2007). Despite government official

claims that almost all of Thailand's population recognizes standard Thai (National Identity Board, 2000, as cited in Baker, 2012), English is frequently employed in Thailand in a variety of contexts, including international trade, tourism, the internet, international marketing, field of science and technology transition, mainstream press international safety, and international law. And it finally implemented as a mandatory part of the curriculum and higher education (Wongsothorn, 2003, as cited in Baker, 2012). English has been included as a compulsory foreign language subject in the new national core curriculum since 2001 (Phothongsunan, 2019); consequently, it has been implemented from one generation to the next. EFL learning in Thailand education is mainly conducted in the traditional classroom.

1.1.2 The Development of Technology and Its Impact on Education

Not only the English language has been growing through time, but also technology has too. The evolution of technology in the classroom began in the 1920s and followed by headphones and videotapes in the 1950s. Furthermore, when IBM debuted its first personal computer in 1981, and The World Wide Web emerged in 1990, it had a huge influence on the education field as they led to newly discovered research and communication technologies. This reveals that technology continually expands its roles to this day. It produces a significant rapid change in education. As a result, lecturers, course designers, and researchers are attempting to adapt to the transition in order to be compatible with this era.

Furthermore, after the Thai government aimed to embed technology and reform education to be in accordance with Thailand 4.0 (Suyaprom & Manmee, 2018), technology has significantly played a major role in the educational field. Thailand 4.0 is a commitment to transforming the country's economic structure into a "Value Based Economy" or "Innovation-Driven Economy." Therefore, the Ministry of Education's educational development has reformed education by establishing a bilingual policy and developing professional skills for the industrial sector. It also enhances the educational abilities by building a Thinking School, the basic idea of which is to employ English as the medium of instruction (Dangthongdee, 2017). Thus, Education 4.0 is education management that is consistent with the changing behavior of learners as the application of modern technology is a stimulus for learning. It also focuses on students to create

innovation and research, science and technology for empowerment competition in the country (Dangthongdee, 2017).

1.1.3 Generation Z and the Relevance of Transformative Digital Learning

Technology has an influence on education in a variety of ways. First and foremost, the remarkable growth of technology in the fields of education, course design, and learning has resulted in the production of a significant amount of material and information (Hietala & Camarda, 2015). Furthermore, information and communication technologies have enabled people to cross international borders, and education has begun to alter in terms of both structure and delivery methods (Balyer & Öz, 2018). Learning opportunities are now available at any time and in any location since technology has significantly expanded the learning environment, especially in the technology-enhanced university context.

This phenomenon is related to "transformative digital learning," which is given the explanation by Vindaca and Lubkina (2020) as the process that involves technological change and improvement to analyze outcomes, content, procedures, and organizational models applied to a quickly moving digital world. Their study also indicates that the education field and technological development are unavoidable (Vindaca & Lubkina, 2020). This shift has forever altered English language learning, especially in the new generation that is considered "Digital Natives."

Meanwhile, Generation Z is known as the generation with a strong connection with technology. They are known as "Digital Natives" (Csobanka, 2016). "Digital Natives" originates from the rapid development of the internet that provided access to crucial information to Generation Z in the early stages of their lives (Bateh, 2018, as cited in Bhalla et al., 2021). The characteristics of Generation Z are various, but after all, they are technological. Due to their preferences for using new technology, performance on social media, and ability to create their own media, it is still possible to draw the conclusion that Generation Z shares the specific quality of digitized generation (Dolot, 2018; McCrindle & Fell, 2019; Farrell & Phungsoonthorn, 2020). Moreover, its learning style and preference indicate that it is great at incorporating technology into the learning process (Harmato, 2013; Rothman, 2016; Seemiller, 2017; Mellman, 2020). Thus, Generation Z is properly prepared to integrate technology into their learning in every dimension, including English language learning. Furthermore,

Generation Z are considered as the diverse generation (Arora et al., 2019; Dimock, 2019), which can result in the learners' diversity where the learners have various backgrounds and experiences. Hence, in order to respond to the revolution of education where technology has the leading role, the learners' diversity of Generation Z should be taken into account.

Given all of these reasons, it is considered that expectations are becoming increasingly crucial in response to the rise of transformative digital learning that can lead to effective EFL learning. Hence, this study aims to explore the learners' expectations of English language learning in transformative digital learning within the context of Mae Fah Luang University's technology-enhanced university environment. Although the research is situated at Mae Fah Luang University, the results may reflect broader trends and expectations among Generation Z EFL learners in similar educational environments.

1.2 Statement of the Problems

Despite the advancement of technology enhancement, English language learning management continues to face challenges in fully meeting the needs of learners. Some undergraduate students, for instance, encounter difficulties in developing both reading and speaking skills. Rungswang and Kosashunhanan (2021) observed that Thai Generation Z undergraduates in EFL classrooms often come across unfamiliar vocabulary, which may cause hesitation or omission of certain words during initial reading. Additionally, students with limited vocabulary knowledge might find it challenging to understand complex or unfamiliar terms, which can slow their reading pace.

Similarly, Al-Esaifer and Alshareef (2018) reported that several factors affect EFL undergraduate students' speaking abilities. These include classroom environments and instructional methods that may not optimally support speaking skill development. Pronunciation challenges, such as the insertion of extra vowels, tonal variations, and incorrect word stress, were also identified as potential obstacles to effective oral communication.

At the same time, research has highlighted the potential of technology integration to enhance EFL learners' language competencies. For example, Poláková and Klímová (2019) emphasized that mobile technologies and social media can serve as effective tools to support English language acquisition among Generation Z students. Their findings indicate that using mobile devices may positively impact vocabulary development by helping learners comprehend, retain, and apply new lexical items in various contexts. Similarly, Asratie et al. (2023) found that educational technology tools can contribute to improvements in EFL students' speaking skills. Students who engaged with these tools demonstrated enhanced grammatical accuracy, fluency, pronunciation, and overall oral performance, and expressed positive attitudes toward technology-enhanced learning. Collectively, these studies suggest that technology can play a meaningful role in addressing common challenges related to reading and speaking skills among EFL learners.

Nevertheless, questions remain regarding the extent to which the current EFL learning system effectively addresses the specific needs and expectations of Generation Z learners. Preliminary purposive interviews conducted with five Generation Z EFL undergraduate students at Mae Fah Luang University revealed several areas of concern, including disparities in prior knowledge, limited emphasis on communicative competence, outdated curricular content, misalignment with discipline-specific requirements, and difficulties related to pronunciation comprehension. These insights point to a clear and timely need for empirical research that investigates the specific expectations of Generation Z EFL learners, in order to inform the redesign of English language instruction within the context of transformative enhancement.

Building upon the insights gained supported by a review of key studies from 2016 to 2022, the researcher identified six central areas representing Generation Z EFL students' expectations: instruction, materials and resources, testing and evaluation, assignments, lecturers, and the use of English in the future. Although this study was independently conceptualized, the research by Demir and Sönmez (2021), conducted in a technology-enhanced university context, offered important insights that helped inform and enrich the selection of criteria related to instruction, materials, testing, and assignments. Additionally, the inclusion of lecturers as a key area draws support from Özer (2021), who emphasized the evolving role of instructors in digital learning

environments, while the focus on future use of English reflects considerations from Eriani et al. (2019) regarding learner motivation. By integrating these established perspectives with original qualitative data, this study aims to provide a comprehensive understanding of Generation Z learners' expectations within the current digital learning landscape.

1.3 Research Objectives

There are two main research objectives in the followings:

1.3.1 To investigate the expectations of undergraduate Generation Z EFL students in English language learning in the areas of:

1.3.1.1 Instruction

1.3.1.2 Materials and resources

1.3.1.3 Testing and evaluation

1.3.1.4 Assignments

1.3.1.5 Lecturers

1.3.1.6 The use of English in the future

1.3.2 To explore the level of English language learning expectations that affect undergraduate Generation Z EFL students

1.4 Research Questions

There are two research questions in this study:

1.4.1 What are the expectations of undergraduate Generation Z EFL students in English language learning in the areas of:

1.4.1.1 Instruction

1.4.1.2 Materials and resources

1.4.1.3 Testing and evaluation

1.4.1.4 Assignments

1.4.1.5 Lecturers

1.4.1.6 The use of English in the future

1.4.2 To what extent do those expectations affect undergraduate Generation Z EFL students in English language learning?

1.5 Scope and Limitations of the Study

This study aims to explore Generation Z EFL students' expectations for English language learning in the context of technology-enhanced education. The scope of the study focuses on student expectations in six key areas: instruction, materials and resources used during instruction, testing and evaluation, assignments, lecturers, and the use of English in the future. These categories were selected based on the criteria established in previous studies by Demir and Sönmez (2021), Özer (2021), and Eriani et al. (2019).

The data were collected exclusively from Generation Z EFL students enrolled in the English major at the School of Liberal Arts, Mae Fah Luang University, during the 2023 academic year, regardless of their year level. These students were chosen as participants because they have had the highest exposure to English language learning within the program. Moreover, Generation Z has experienced their education alongside the rise of transformative digital technologies, making their expectations especially relevant to technology-enhanced language education.

This study is situated within the context of Thai higher education and aims to contribute to a deeper understanding of how English language learning can be improved in response to the needs and expectations of Generation Z learners.

1.6 Significance of the Study

This study surveys the expectations of Generation Z EFL undergraduate students at Mae Fah Luang University (MFU), Although the research is situated within MFU, the findings are intended to serve as a foundation for improving English language education across Thai higher education institutions.

Students, as the central stakeholders, are the direct beneficiaries. Understanding their preferences in instruction, materials, assessment, and learning environments can

lead to more engaging and effective English language education. It can also encourage students to develop their own learning styles, apply English in diverse contexts, and use the language not only for academic purposes but also for career development, global communication, and personal interest.

EFL instructors and lecturers can use these insights to refine their teaching methods and integrate technology in ways that align with students' expectations. Curriculum designers and academic developers may apply the findings to create flexible, relevant, and forward-looking English programs. University administrators and educational managers are likewise positioned to use the results to inform policy decisions and strategic improvements within institutions.

Beyond the university, this study has implications for national education policymakers, who may use the findings to support reforms in EFL curriculum and assessment frameworks. Parents, who play a supportive role in students' academic lives, can better understand how to motivate and encourage learning. Employers, who increasingly value English proficiency, may benefit from graduates with skills aligned to real-world demands. Lastly, educational technology developers can respond to these generational expectations by designing tools that meet students' digital learning needs. In sum, this study seeks to benefit all stakeholders by contributing to a more responsive and future-ready English language education system in Thailand.

1.7 Definition of Terms

1.7.1 Generation Z EFL Students

Generation Z EFL students in this study refer to learners born between 1997 and 2012 (Dimock, 2019), who are currently studying at the undergraduate level and do not use English as their first language. Specifically, this study focuses on English Major students at Mae Fah Luang University in the academic year 2022. These students are characterized by high digital literacy and independent learning preferences (Seemiller, 2017).

1.7.2 EFL Learning

EFL learning refers to the study of English by learners in a non-English-speaking country where English is not the primary language of communication (Oxford Learner's Dictionaries, 2023). In this study, every English language learning course is considered EFL learning. EFL learning in the classroom consists of six elements: the instruction, the materials and resources, testing and evaluation, assignments, lecturers and the use of English in the future (Eriani et al., 2019; Demir & Sönmez, 2021, & Özer, 2021). EFL learning in this study also takes place in Mae Fah Luang University.

1.7.3 Transformative Digital Learning

Transformative digital learning refers to the process of integrating digital technologies in higher education to redesign learning environments, update instructional practices, and meet the demands of a rapidly changing digital society. It involves both technological and pedagogical shifts to create more flexible, student-centered, and innovative learning experiences (Vindaca & Lubkina, 2020; Gong & Ribiere, 2021). This approach promotes critical thinking, autonomy, and digital competence, aiming to transform not just tools but the entire structure and philosophy of education.

1.7.4 Technology-enhance University Contex

Technology-enhanced university context refers to a higher education environment that integrates digital tools and strategies to support student-centered and flexible learning. It emphasizes digital infrastructure, instructional innovation, and stakeholder involvement to enhance teaching and learning processes (Alenezi, 2021; Balyer & Öz, 2018).

1.7.5 Expectation

In the context of this study, expectation refers to learners' beliefs, anticipations, or assumptions about what should occur in an educational experience, particularly regarding instructional quality, teaching methods, learning outcomes, and the overall classroom environment. Student expectations influence motivation, satisfaction, academic performance, and their willingness to engage in the learning process (Bates & Khasawneh, 2007; Schunk et al., 2014).

CHAPTER 2

LITERATURE REVIEW

This study focuses on investigating Generation Z EFL students' expectations for English language learning within the context of technology-enchanted university. Accordingly, this literature review is organized into seven major sections: Generation Z, English as a Foreign Language (EFL), Digital Transformation, Expectations of EFL English Language Learning, Related Research, and the Conceptual Framework.

    1. Generation Z

        1) Definition of Generation Z

        2) Characteristics of Generation Z

        3) Learning Styles and Learning Preferences of Generation Z

    2. English as a Foreign Language (EFL)

        1) Definition of EFL

        2) EFL Teaching and Learning Trends

        3) Difficulties in EFL Teaching and Learning

    3. Digital Transformation

        1) Definition of Digital Transformation

        2) Digital Transformation and Education

    4. Expectations of EFL English Language Learning

        1) Expectations of EFL Classrooms with Teachers

        2) Expectations of EFL Classrooms with Digital Transformation

    5. Related Research

        1) Related Research on Generation Z and EFL Teaching and Learning

        2) Related Research on Digital Transformation and EFL Teaching and Learning

    6. Conceptual Framework

2.1 Generation Z

Generation Z is considered as an influential actor in education and the workforce right now. With more than one-third of the world's population identifying as Generation Z, this group will shortly overtake Millennials as the most numerous on earth. Its arrival is going to have a crucial impact on shaping politics, society, employment, business, technology, and education. Generation Z is also uniquely influenced by technology as it is the first generation to have been raised among the internet and modern devices. In order to keep up with this rising wave of this generation, academics and instructors should better gain more understanding of Generation Z better. In this part, definitions of Generation Z, characteristics of Generation Z, and learning styles and learning preferences of Generation Z are presented.

2.1.1 Definitions of Generation Z

The definitions of Generation Z are varied. Generation Z represents people who are currently in the age range of teenagers to young adults which has the high potential to transform the future. In order to ensure that Generation Z can be defined more clearly, according to the Oxford Dictionary (2023), the term Generation Z can be defined as "the group of people who were born between the late 1990s and the early 2010s, who are regarded as being very familiar with the internet". Additionally, Seemiller (2017) added that although Generation Z is the label most often used to describe them, they have also been referred to as Plurals, the Homeland Generation, Founders, and iGen. The ages of those in Generation Z vary as well. Most of the studies investigated for the research chose 1995 as their initial birth year, but some used 1994 or 1996, and barely any used 2000. Considering several research indicating 2010 and others 2012, the final year is likewise not entirely concluded yet.

However, as time goes by, the birth year ranges are more specific and concisely, Dimock (2019) represented that the year 1997 was the starting point for Generation Z. From Table 2.1, it can be seen that Generation Z is in between Millennials and Generation Alpha. Presently, Generation Z members are now at the age of 25 to 10.

Table 2.1 List of generation names and years of births

Generation Name	Births Start	Births End	Oldest Age in 2022	Youngest Age in 2022
Baby boomers	1946	1964	76	58
Generation X	1965	1980	57	42
Millennials	1981	1996	41	26
Generation Z	1997	2012	25	10
Generation Alpha	2010s	2020s	12	1

Source Dimock (2019)

2.1.2 Characteristics of Generation Z

There are many characteristics of Generation Z that make them distinct from the previous generations. The characteristics of Generation Z are explained by Dolot (2018) that Generation Z anticipates feedback when someone assigns their work. This generation appears to place a high priority on anticipating feedback. Moreover, Generation Z prefers to know about and use new technology, which appears to be a part of their everyday-lives.

In addition, Grace and Seemiller (2018) presented that judgment, fairness, humor, kindness, and honesty are among Generation Z's top characteristics. First, judgment does not refer to narrow-mindedness or being judgemental but rather the desire to actively look for facts from various places to reach an equitable conclusion about a problem, which is another notable skill for many Generation Z. Additionally, Generation Z include fairness and kindness as their personal characteristics and those who describe themselves as empathetic and open-minded, could enable him or her to consider events and problems from many angles and in a new light. Furthermore, Generation Z would seek out and utilize humor as a method of dealing with the more serious issues they face in life after growing up with entertainment sources such as YouTube. Lastly, Generation Z requires the genuineness of its goals, both in presenting itself and in demanding it from others. Because of this, one of its characters is honest. Meanwhile, McCrindle and Fell (2019) also explained characteristics of Generation Z into five categories as digital, global, social, mobile, and visual. Firstly, digital

integration is a strength of Generation Z. Generation Z smoothly incorporated technology into its daily life. Generation Z is natural at using digital technologies on their own and with confidence. Screen-based gadgets have been a part of their socialization for a large portion of their lives.

Moreover, Generation Z has greater access to music, entertainment, and social movements than earlier generations which make it the first to be genuinely global. In addition, Generation Z is impacted by a network that is both more numerous and more widespread. It is closely connected to and influenced by its society as a result of social media. Furthermore, Generation Z is also transferring residences and occupations more quickly than ever. Additionally, instead of reading an essay on a topic, Generation Z prefers to watch a video that summarizes it. Moreover, Arora et al. (2019) mentioned further that the most technologically advanced and racially diverse generation is Generation Z. Social media is an essential component of Generation Z members' existence, it also communicates in a casual, unique, and extremely direct manner.

Generation Z is impacted by social media as Prakash Yadav and Rai (2017) discussed, it has revealed that in order to gain an understanding of an online society, Generation Z employs social networking platforms to interact with others. Generation Z's characters are created through social media, it can lead to the creation of identity, image construction, and strengthening of their social assets. It is because what they publish online and what others post and think of them both help shape and define who they are as people.

According to the information above, it represents that the characteristics of Generation Z are varied. This generation's characteristics can be categorized as; feedback receiver, judgment, fair, humorous, kind, honest, global, socialized, mobile, visual, and diverse. Despite the diverse characteristics represented, it still can be concluded that Generation Z shares the particular trait of being digital natives as they prefer using new technology and thrive in social media. Generation Z is technology competent and is also eager to learn new ones. Also, Social media is also the significance factor that defines Generation Z Characteristics.

2.1.3 Learning Styles and Learning Preferences of Generation Z

Generation Z, born and raised in the digital age, displays distinctive learning styles closely tied to their technological environment. As digital natives, they naturally incorporate technology into their learning process. According to Harmato (2013), Generation Z prefers active learning through experience rather than passive absorption from lectures or textbooks. They enjoy interactive activities such as games and simulations, and are often described as kinesthetic and practical learners.

They also show strong preferences for collaborative learning environments, particularly those that make use of tools like Google Apps or virtual workspaces (Rothman, 2016). However, while they collaborate well, many Gen Z learners still value independence and autonomy, often favoring self-paced learning that allows them to explore content individually and on their own terms (Seemiller, 2017; Nicholas, 2020).

Technology enhances their learning by supporting multitasking and quick access to information. Rothman (2016) notes that Generation Z learners tend to have shorter attention spans, requiring lessons that are fast-moving, visual, and interactive. They also appreciate clear instructions, instant feedback, and practical content with real-world applications (Iftode, 2019; Nicholas, 2020).

Despite their independence, Generation Z still values supportive instructors who are empathetic, technological competence, and capable of designing structured learning experiences. While they rely heavily on online resources like YouTube, Google, and Wikipedia for research, they still seek guidance and clarification from teachers (Seemiller, 2017; Mellman, 2020).

In summary, Generation Z prefers learning that is digital, interactive, relevant, collaborative, and flexible. Their learning styles reflect their need for autonomy, immediacy, and meaningful content, traits that must be considered when designing effective English language instruction in the digital age.

2.2 English as a Foreign Language (EFL)

It is undeniable that English language has embedded itself in part of lives as it is crucially necessary to live in this diverse world. In all professions throughout Asia, including Thailand, English is inescapably prevalent. It is often used in the media, and there are numerous publications accessible nationwide in English for both academic and non-academic purposes (Phothongsunan, 2019). In the case that English is not the native language, it is known as EFL or English as a Foreign Language. Nowadays, EFL has been taught in classrooms from all over the world, especially non-English speaking countries. EFL has played an important role for the students to acquire knowledge and be able to apply it in order to pursue their goals. As the world has rapidly changed all the time, it is important for EFL teaching and learning to adapt and complement the students' needs, especially, in the world where technology has taken more position in Education. Indeed, it is important to acknowledge the definitions of EFL, trends, and difficulties of EFL language teaching and learning in order to effectively improve it.

2.2.1 Definition of EFL

EFL generally stands for English as a Foreign language. Nevertheless, their definitions have been stated by various dictionaries. Oxford Learner's Dictionaries (2023) refers to it as the "teaching of English to people for whom it is not the first language". As well as Cambridge Dictionary (2023) has defined EFL as "English as taught to people whose main language is not English and who live in a country where English is not the official or main language". Moreover, Collins Dictionary (2023) defines English as a foreign language as "the practice and theory of learning and teaching English for use in countries where it is not an official medium".

In addition, when compared to second language learners, English as a foreign language learner has a wider selection of languages to choose from such as American and British varieties as it mentioned by Broughton et al. (2002). The instructor availability, geography, and influence on politics all have an impact on the option of variety. They also added that, because in many circumstances, interpersonal communication is now more important than academic utilization, the present syllabus developers and English as a Foreign language book authors are focusing on methods

for blending the instruction of the language's conventionally linguistic structure with an increased emphasis on the language's purposeful application. The learner's needs are now seen as more significant when deciding what to teach and prioritizing it and it is now everyone's responsibility to produce teaching materials that meet the needs of the learner.

Based on the information above, it can be concluded that the definition of EFL or English as a Foreign language is the theory of instructing and using English for non-native speakers to use in environments where English is not the official language. The primary focus of the EFL learning changes through time. EFL teaching and learning used to concentrate on grammar and converting words into their native language. However, nowadays, as we are in the Communicative period of the EFL timeline, the course developers are working on the approaches that combine both traditional approaches with the practical and real-life themes in order to respond to the needs of the learners. This demonstrates how the EFL focuses are flexible and alter over time based on the requirements of the learners and transformative experiences.

2.2.2 EFL Teaching and Learning Trends

The world is constantly changing, and so is the way the students study English as a foreign language (EFL) also evolving along with the rest of the world. The outdated method of instruction is no longer effective, while new technology is on the rise. When it comes to discussing learning EFL, it usually means instruction that places a strong emphasis on learning English as a foreign language. Many years ago, it would be focused on classroom-based instruction. In the meantime, everything has changed, and the new paradigm shift in education directly affects EFL learning, in accordance with the digital transformation. Studying only in the classroom is not enough. Based on Sarica and Cavus (2009), the learning environment is not limited to the classroom anymore and should continue after the students leave. As a result, students and teachers should frequently use technological equipment. Moreover, internet connections and mobile devices are one of the most popular and useful ways in language education to allow contact between language learners and teachers or learners to learners. The advancement of Web-based language teaching and learning activities is fascinating. It is also a rapidly expanding topic. Language educators can use the fundamental tools of the internet as computer programmers, instructional designers, and computational

linguists continue to push the discipline to its limits. Furthermore, language teachers can also use communication tools and develop their own web-based language programs. Researchers have adequate study on web-based language learning to start interactive language courses and inspire instructors to design their own web-based activities, it might be argued. In other words, additional study is needed so that children can enjoy and acquire language efficiently, according to the experts. Similar, Deerajviset (2014) reported that the technology could promote practical and useful language learning, assist EFL students to improve their English language competencies, and increase student motivation. Also, the reviewed studies have repeatedly demonstrated that technology has a favorable impact on students' learning and language proficiency. Since it is not reliant on time and place like traditional classroom instruction, employing technology in language learning offers new opportunities for students to learn English language. Moreover, Mofareh (2019) explained that applying modern technologies improves students' performance, such as student motivation, learning outcomes, and student-teacher engagement. Modern technology usage gets better interaction from students than in the traditional classroom. It can enhance student self-reliance, and boost the use of time and effort for both the teacher and the student. Furthermore, due to their immediacy and user-friendliness, modern audio and visual techniques, as well as tablet technologies, are more successful in teaching English language learning. Students prefer English material that represents real-life scenarios over traditional methods that they perceive as artificial and uninteresting. However, there are not many English language teachers who have been educated by integrating modern technology teaching tools. Furthermore, the recent trends of EFL are still intensely related to technological utilization in the EFL classroom as Altinkalp et al. (2021) mentioned that technology can influence the motivation of EFL learning. Teachers have long recognized the motivating potential of digital technology. Blogs, podcasts, virtual reality, instructional robots, and other technological advances have all been used in the EFL classroom. Also, mobile phone use in EFL learning has grown in recognition, both within and outside of the classroom as it offers versatility and individualized learning for young generations. Online platforms also offer motivating chances for cooperative learning. With caution and appropriate intentionality, the integration of technology was discovered to improve language learning motivation and

teaching. The positive of technology integration has been reported as well in Teng and Wang (2021). It revealed the most positive impact on students' use of instructional technology in Chinese. EFL course is emotional engagement Additionally, Ardasheva et al. (2021) suggested that learners who have exposure to instructional technology outperformed those who did not, in terms of a second language vocabulary. Vocabulary from a second language could be learned more effectively if teachers and students could utilize the benefits of the technology as it can improve learners's long-term memory of new vocabulary.

Based on the studies of the EFL teaching and learning trends from the late 2000s until the 2020s, the trends have shifted in the same direction as technology becomes the major tool in EFL instruction, whether by the learner or the instructor. The popular trends of EFL are involved with technology usage in the classroom. It can be seen that incorporating technology, whether it is computers or mobile devices, into the EFL classroom has a highly positive impact in various ways. For instance, better classroom engagement, enhanced independent learning, or building motivations. These EFL trends are an excellent illustration of how technology is embedded in education in this age of digital transformation. It also indicates that instructors usually prioritize using technology as a tool to cure the problem or improve the EFL skills of their students such as improving student's vocabulary skills by using mobile devices.

2.2.3 Difficulties in EFL Teaching and Learning

Problems in the EFL instruction are unavoidable and changes can cause difficulties as they are still that already exist in the EFL classroom. At the South East Asia regional level (SEA), Nguyen (2011) provided an explanation of Southeast Asia countries' challenges in learning English. Thai, Vietnamese and Indonesian students have various learning difficulties but all have common difficulties in writing skills with regard to pronunciation and plagiarism. The study has found the reason for the emerging challenge. First and foremost, it is because of different linguistic structures. All instructors and learners concluded that Thai, Vietnamese, and Indonesian languages had no rigid standards for pronunciation. People do not need to be conscious of the pronunciation of such languages when speaking. Also, grammar structures were indeed unique in several places from English to Thai, Vietnamese, and Indonesian. In their languages, for instance, there would be no past, present or future times, and the

adjective and the noun position were different from English. Furthermore, the second challenge is the difficulties in adapting to a new culture, language teaching, and learning styles. The typical traits of Southeast-Asian students still remained when studying outside the country, and the adjustment was not simple immediately. According to the teachings of these people, it was rather difficult for Thai and Indonesian students to give personal ideas and they were so respectful to communicating with others, in particular with professors. They were educated by their cultures to avoid debates and to attempt to be in accord with one another. The SEA's difficulties in writing skills are also shown in Indonesia. For Indonesia, Ariyanti and Fitriana (2017) reported that Indonesian university students struggle with essay writing in terms of employing the right grammar in sentences, building coherent and coherence paragraphs, and selecting appropriate terminology. Also, lack of time and a large number of students in a single class were significant challenges to improving the quality of the students' writings. Similar to the Vietnamese case of Hang (2021), it is revealed that upper-high school teachers found that their EFL teaching is difficult due to time limitations, textbooks heavy content, multiple choice questions exam forms, huge classrooms, students' resentment of this skill, and inadequate grammatical vocabulary. In the aspect of Thailand, Banditvilai and Cullen (2018) revealed that in Thailand, "Writing skills'" was viewed as the students' primary obstacle owing to their struggle with comprehending complicated grammar. In addditon, "Listening skills" ranked second in terms of difficulty. Moreover, "Speaking skills" were ranked third. The biggest difficulties concerned by students in this area were grammar problems, whereas pronunciation was not regarded as a serious issue. However, the students regarded "Reading skills" as the last rank concern. They believe that a lack of vocabulary knowledge is their main issue. The study also reveals that students' lack of motivation and opportunity to use English in daily life is one of the biggest obstacles to learning the language. Furthermore, Chumpavan et al. (2022) surveyed 112 Thai university EFL teachers and interviewed six volunteers to explore instructional difficulties. The most significant issues were students' low English proficiency, challenges in managing large classes (including excessive use of Thai) and difficulties with designing and monitoring language activities. Teachers also reported obstacles in stimulating student motivation, structuring suitable lessons, assessing progress, and finding or adapting engaging

instructional materials. Both qualitative and quantitative data aligned in underscoring the need for enhanced professional development, particularly in classroom management, pedagogical strategies, and resource design.

According to all of these studies, it appears that writing skills seem to be a frequent difficulty in EFL classrooms in the area of SEA countries due to the different linguistic structures and difficulties in adapting to a new culture and some of classroom limitations. In addition, In Indonesia, Vietnam, and Thailand's cases, writing skills seem to be the major challenge of EFL learning among the students as the grammar seems to be difficult for them. The writing skills obstacles may be due to the causes of the SEA challenges, such as differences in grammatical patterns among the SEA countries. Moreover, limited English proficiency is also the difficulty for the Thai and Vietnamese EFL instructors too. However, Thai, Vietnamese, and Indonesian instructors encounter the same difficulties in teaching EFL as they have to manage a big number of students in one classroom. This has shown that the classroom management from the education institution has impact on the quality of EFL learning and teaching.

2.3 Digital Transformation

Digital transformation can be perceived as a shift in the organization or business by utilizing digital technology as an instrument to transform or develop an institution, whether it is business sectors or education sectors. Digital transformation is critical since it assists the institutions to respond to constantly shifting trends by adjusting their procedure. Although digital transformation are taking place in various sectors, education is significantly influenced by it because technology gradually becomes the major tool for instructing and acquiring knowledge. Therefore, it is essential to comprehend digital transformation and how it is carried out in the education field.

2.3.1 Definition of Digital Transformation

Academics have given many definitions of "digital transformations" throughout the decade. In the early 2000s, the interpretation was brief and understandable as Stolterman and Fors (2004) described it as "The digital transformation can be

understood as the changes that the digital technology causes or influences in all aspects of human life." Furthermore, early in the 2010s, it was defined by White (2012) as "arising out of the blending of personal and corporate IT environments, often referred to as the consumerization of IT." Moreover, Fitzgerald el al. (2014) provided the definition as "the use of new digital technologies (social media, mobile, analytics or embedded devices) to enable major business improvements (such as enhancing customer experience, streamlining operations or creating new business models)". Followed by Betz et al. (2016), defined it as "The increasing automation of business undertakings, practices, procedures, and models in response to the increasing influence and opportunities of information and computing technologies".

Meanwhile, in the next year, 2018, Al-Ruithe et al. interpreted it as "DT enables enterprises to improve operational efficiencies and organizational performance, and blend digital and physical business and customer experiences". In addition, in the late 2010s, Digital transformation is described as "The continuously increasing interaction between digital technologies, business, and society, which has transformational effects and increases the change process's velocity, scope, and impact" by Van Veldhoven and Vanthienen (2019). Finally, Gong and Ribiere (2021) proposed a definition of "digital transformation" as "a fundamental change process, enabled by the innovative use of digital technologies accompanied by the strategic leverage of key resources and capabilities, aiming to radically improve an entity and redefine its value proposition for its stakeholders." An entity could be: an organization, a business network, an industry, or society."

According to all of the definitions given above, Digital transformation can refer to a transformation procedure, which is caused by the application of digital technology, proposing to influence, interact or enhance the performance of the organization, society, or human life, resulting in the development, the new value and automation of practice. It can be seen that, as time goes by, its definition gets more complex. In the early 2000s, the academics have given broad definitions as the shift that has an impact on all elements of human life. However, the details have been added further in the 2010s. The settings and objects in digital transformation are usually in the business field as indicated by the words "major business improvements", "automation of business undertakings", "development of business", "physical business", "interaction between

digital technologies and business", and "a business network". Apparently, it is obvious that digital transformation mostly takes place in the business field based on 6 out of 9 definitions that are related to business.

2.3.2 Digital Transformation and Education

Digital tools and technology have been developed to meet students' evolving educational needs. Alenezi (2021) observed that educational institutions are increasingly adopting digital tools and adapting their strategies and policies to stay current. Balyer and Öz (2018) further emphasized that successful digital transformation in education requires more than just technological integration; it also demands strategic vision, stakeholder inclusion, and a student-centered approach.

A well-defined vision and strategy are key drivers of educational digital transformation. Institutions must prepare stakeholders, including administrators, teachers, and students, through both pre-service and in-service training. When all participants share a unified vision, the transition to digital practices becomes more effective and inclusive. Additionally, involving stakeholders in policy decisions helps ensure that digital transformation meets practical classroom needs. Teachers, in particular, must be recognized and supported as they play a crucial role in adapting curricula and creating relevant content.

Student-centered learning is another pillar of digital transformation. Balkin and Sonnevend (2016) explained how digital environments free education from traditional geographic and time constraints. Learning can now take place anywhere and anytime through digital networks and platforms. This expansion opens new doors for peer-to-peer learning, informal education, and global access to knowledge. However, it also brings challenges, such as internet reliability, language barriers, and disparities in digital access.

Bilyalova et al. (2020) highlighted the benefits of digital transformation in education, including increased student engagement, access to diverse resources, real-time feedback, and the development of digital literacy skills. Yet, they also noted drawbacks, such as potential declines in writing skills, over-reliance on devices, and reduced face-to-face communication.

Case studies support these findings. In Hungary, Bogdandy et al. (2020) reported that despite technical difficulties during the COVID-19 transition, many

students found online learning enjoyable and preferred using their own devices. In Thailand, Laorach and Tuamsuk (2022) identified key factors that drive digital transformation in universities, such as clear institutional policies, staff digital literacy, and strategic leadership.

In conclusion, digital transformation in education is a multifaceted process that goes beyond merely integrating technology into learning environments. It requires a clear strategic vision, the inclusion of stakeholders, and a student-centered approach. Successful digital transformation can offer significant benefits, such as increased student engagement, enhanced access to resources, and the development of digital literacy. However, it also presents challenges, including potential declines in traditional skills, over-dependence on technology, and unequal access to digital tools.

To ensure the success of this transformation, institutions must provide adequate training for all stakeholders, create inclusive policies, and address issues related to digital equity. Case studies from countries like Hungary and Thailand demonstrate that with proper leadership and planning, digital transformation can lead to positive outcomes, even amidst challenges. Ultimately, balancing the potential benefits with the drawbacks is essential for achieving a sustainable and effective digital learning environment.

2.4 Expectations of EFL English Language Learning

Nowadays, the traditional position of the teacher has shifted, the students can be the ones who can design and customize their own education in order to respond to their requirements. The teacher roles move from commanders to collaborators as they include the students' perspectives into the learning process. Students are the targets of the course design. Therefore, in order to operate an efficient teaching and learning procedure, the targets' expectations have to be taken into consideration as Hutchinson and Waters (1987) indicated that acknowledging the targets' needs is the heart of designing appropriate courses.

As highlighted by Hutchinson and Waters (1987), an effective teaching and learning process must begin with a thorough understanding of learners' needs. Their

Target Needs Analysis framework identifies necessities, lacks, and wants as critical components in course design. Accordingly, this study adopts this theoretical orientation to examine Generation Z EFL students' expectations in six areas of English language learning.

It is necessary to determine what Generation Z undergraduate students expect in order to develop the curriculum and resources that both address the requirements of learners and are compatible with the present transformational technology era. Studies on undergraduate students' expectations for English learning have been carried out in a number of ways. The criteria by which each research is employed also vary.

2.4.1 Expectations of EFL Classrooms with Teachers

EFL classrooms with teachers are described as the instruction that is delivered simultaneously in a physical learning setting where all of the students are present at once. The upside of EFL classrooms with teachers is that the teacher and students are able to interact with each other which leads to better engagement and social interaction. However, it seems like several students in these various areas are expecting more. Armağan et al. (2016) represented that the expectations of the Turkish undergraduate students from the lecturer appeared to have been well satisfied. However, the physical design of the facility and the educational content are the key areas where students hope for development and improvement. This research has categorized the respondents' expectations into three main categories which are (1) Building, (2) Curriculum, and (3) Academic Staff. In addition, the same areas, the expectations of tourism undergraduate students in Turkey toward the English for Specific Purposes (ESP) course are also explained by Özer (2021). Students expected the vocational English program to assist them in their personal and career lives. They expected the material to contain essential skills including listening, speaking, reading, and writing, as well as professional vocabulary, not only including grammatical structures. Students expect the lecturer to be kind, promote student engagement, and provide relevant criticism to assist students. Besides, students expected that the assessment would comprise a variety of strategies such as oral and writing tests, and that the entire process would be evaluated such as to include attendance and participation as well. The respondents' perspectives are categorized into 6 categories of expectation: (1) objective, (2) content, (3) teaching-learning process, (4) lecturer, (5) classmates, and (6) assessment.

Meanwhile, in the case of undergraduate students at the management department in Indonesia. Eriani et al. (2021) suggested that they expected improved action in order to boost their English skills and abilities, abilities, and motivation to learn the language. Furthermore, the criteria employed by this research are; (1) the use of English in the future, (2) the content of English teaching (Four English language skills, Pronunciation, and grammar), and (3) the learning style. Lastly, Muttaqin and Chuang (2022) also presented that Taiwaneses undergraduate students expected that the English-medium instruction program would help them develop and gain confidence in their English. Also, to foster a standardized learning environment, they also expected their professors to speak solely in English when lecturing.

Moreover, the students expected that enrolling in the program would increase their connections with people globally, which would support their goals to work for international corporations in the future. The research uses the criteria of the student's expectation as (1) language and disciplinary knowledge expectations from the English-medium instruction and (2) intercultural, future academic, and job-related expectations.

After comprehending all of the studies of expectations of EFL classrooms with teachers from above, it can be seen that students are expected to have a variety of expectations. The criteria that the scholars employed consist of building, curriculum, academic staff, the use of English in the future, the content of English teaching, the learning style, objective, content, teaching-learning process, lecturer, classmates, assessment, language and disciplinary knowledge and, intercultural, future academic, and job-related expectations. Moreover, it can be seen that the expected criteria of Asian undergraduate students like Indonesia and Taiwanese tend to be more associated with their future careers. This has shown that Asian students are more likely to believe that EFL learning not only benefits their lives in the classroom but also can contribute to their lives outside the classroom in the future. They valued international advantage and overseas careers and hoped that English skills could achieve their goals. On the other hand, For Turkish areas, the standout criteria of expectation that set them apart from the Asian students are the focus on the instructors. Instructors were expected to be friendly, emphatic, and motivating, encourage students' interaction, and offer relevant feedback. This can demonstrate that in some settings, the roles of the teacher are still significant and be relied on.

2.4.2 Expectations of EFL Classrooms with Digital Transformation

In the light of digital transformation, the role of technology is rising in the classroom including EFL. EFL classroom with technological incorporation basically means integrating technology to improve the EFL educational setting for students. Technology deployment also opens up opportunities for customized and personalized education to fulfill the specific requirements of students as individual learners under the context of a wider educational setting. Besides, due to the COVID-19 situation, the teaching and learning method in the education system has shifted unavoidably to online practice. This transformation was considered a significant change that emphasized the era of technology transformative through teaching and learning approach. Implementing varied forms of modern technology in EFL classrooms such as an online virtual application could lead to many benefits. In contrast, learners may raise some expectations in order to complement their interests.

Arif et al. (2019) discussed that Indonesian students expected that Information and Communications Technology (ICT) would be employed more extensively in the English language learning process to assist them to enhance their English abilities. The students acknowledged that there were ICT resources at the university, and they expected that these resources would be improved for better efficiency in teaching and learning. Also, internet connectivity needs improvement. There are no categories arranged in the findings part. Instead, 14 students' expectations towards ICT use for English Language Learning were presented, for instance, "I hope that the use of ICT allows me to learn English more effectively", "I hope ICT is used more frequently in the learning process to help me improve my English language skills" and "Lecturers need to use ICT in learning English to students". In addition, Belardo and Weerathai (2022) argued that the students expect an adjustment in the lecturers' methods for managing the classroom and their teaching styles. Many would prefer that the lecturers engage the class more. Some students additionally make the statement that the lesson's content needs to be practical in real-world situations. Moreover, in order to enable students to review the recordings if they experienced internet connection issues during real classroom hours, they expect that each class session will be recorded. It also suggests that students thought online courses were weaker than traditional physical education sessions as some students expected to return to one. Therefore, the results of

this research can be classified into 3 themes; (1) Class management and teaching styles, (2) internet quality, and (3) preferring the traditional style of learning. Furthermore, in the Turkey areas, Demir and Sönmez (2021) revealed that Generation Z students have a positive perspective while utilizing technology, but they also desire more speaking opportunities and to be less monotonous. In addition, online gaming and other appealing activities are what students want to engage in while learning, However, they also prefer to utilize their smartphones and expect more video integration in-class instruction. Social media integration into language instruction is something that students expected as well. Additionally, students prefer being assessed individually rather than as a group and feel that only their speaking abilities should be evaluated. Students feel that there should be fewer assignments since they are pointless. They prefer working on individual tasks rather than performing in groups and want to use technology to complete their coursework. The themes of the results are based on content analysis of the data which can be identified as the expectation of (1) English instruction, (2) materials used during instruction, (3) testing and evaluation in language class, and (4) assignments.

In conclusion, it appears that the criteria employed from the studies of EFL classrooms with technological incorporation consist of English instruction, materials used during instruction, testing, and evaluation in a language class, assignments, class management, and teaching styles, internet quality, and the traditional style preference of learning. There is a study that did not categorize the criteria but somehow results showed that the students expect the effectiveness of technology integration. Although the students have a positive perception of incorporating technology into the EFL classroom, it still turns out that the teachers are expected to be the class facilitator rather than the lecturer. For example, they expected the teacher to integrate technology more than before. In addition, many students are expecting the quality of the technology to be more efficient in order for the consistency of the instruction.

2.5 Related Research

Several researches have attracted the attention of the researcher as it is relevant to this study. The first one is in the area of Generation Z and EFL Teaching and Learning, another one is in the area of Digital Transformation and EFL Teaching and Learning.

2.5.1 Related Research on Generation Z and EFL Teaching and Learning

With the unique character and learning styles of Generation Z and how impacts it has on the education field, several researchers are interested in how Generation Z will affect the EFL teaching and learning aspects. Generation Z can be the independent variable in the research that impacts the EFL Classroom as Chansri et al. (2019) studied the characteristics of Thai Generation Z undergraduates and whether it is related to the difficulties in the EFL classroom. The researchers believe that the quality of instruction relies on teachers' ability to comprehend the characteristics of Generation Z and be able to encourage them. The objective of this study was to use a mixed-method approach to identify the personality characteristics of Generation Z undergraduates in Thailand. 400 Generation Z undergraduate students were asked to reply to a questionnaire using a 4-point Likert scale and a focus group interview was included. According to the results of the study, agreeableness ranked first among the traits, followed by openness, tech addiction, conscientiousness, extraversion, and neuroticism. Based on the highest ranking attribute, agreeableness, it is possible that this trait will affect how teachers approach their lessons and how their classes are managed.

Furthermore, Generation Z can also be the selection of the research to analyze how they learn the English language. The study which examined how Generation Z undergraduates majoring in English utilize social media to acquire the English language is published by Yudhakusuma (2020). Therefore, the researcher employed Indonesian undergraduates from Generation Z who enrolled in English majors to participate in the study. The results indicated that participants in this study reportedly believe that social media is used in a classroom as a tool for facilitation and support and they rely on it for their academic work. In addition, the participants neglect the possibility of using social media as a language learning choice, they prefer in-classroom learning more than self-

learning. Nevertheless, despite their familiarity with classroom learning at this point, Generation Z accepts social media to be used for learning English as a foreign language. Although they only use social media as an assistance tool, not a legitimate EFL learning choice, they continue to recognize the potential for social media to develop into an EFL learning alternative in the future.

Moreover, the learning preference of the Generation in EFL learning also conducted. Camarillas (2021) was concerned that a new generation of learners or Generation Z has emerged in the digital environment, developing a distinct learning profile with particular traits, requirements, and possibilities. Consequently, students and teachers should think about perceptual learning styles in the EFL classroom since learners perceive and generate information in a variety of ways. Therefore, the findings indicate a prominent preference for digital learning. The expanding utilization of digital tools in the context of EFL appears to support every perceptual learning style, enabling Generation Z students to employ a wider range of learning techniques to develop communication skills. Thus, it reflects that in order to design an efficient modern EFL educational setting, the perceived learning styles of Generation Z students and digital education should be taken into account.

From all of the three related research regarding Generation Z and EFL teaching and learning, it can be seen that they have agreeableness characteristics which can indicate that they are ready to be improved. Moreover, it has been reported that Generation Z recognizes social media as their instruments for supporting their EFL learning and they also have a solid preference for digital learning, which has highlighted the Digital Nativeness of Generation Z. Additionally, digital learning has stepped up their role in the past few years, allowing teachers and students to construct a productive EFL learning environment. Also, this related research points us that Generation Z as a learner is the influence that drives digital transformation in the EFL classroom.

2.5.2 Related Research on Digital Transformation and EFL Teaching and Learning

Not only the learner like Generation Z has an influence on EFL teaching and learning, but also Digital transformation has such a huge impact on it as well. As it has mentioned, EFL teaching and learning have changed and currently leaning towards technological integration in the classroom due to the digital transformation in the

education sectors. Therefore, it is not surprising that the researchers are interested in how digital transformation transforms EFL teaching and learning. In the late 2010s, the researcher aims to understand how EFL students use technology to complement their learning. The study conducted to discover how university EFL students utilize information and communications technology (ICT) and how much they believe they exhibit the digital qualities associated with their generation was done by Kizil in 2017. Participants in the study were 1,163 EFL students from Firat University in Turkey. After the survey was collected, the findings were revealed. Contrasting to assertions that modern students are skilled in all technological tools, the results showed that the broadness of ICTs that EFL learners utilize is small. Only the two types of technology which are mobile devices and web resources were regularly employed by the majority of the students. The majority of those surveyed reported using interactive and self-publishing tools fairly occasionally or never at all, as well as a variety of other technologies, such as computer-based activities. Further, EFL students underutilize the potential of ICT technologies for language acquisition. They are most likely unaware of the benefits that the ICT tools highlighted in the pertinent literature have to offer. Also, in this study, EFL learners claimed to possess traits of digital nativeness at a moderate level, demonstrating their willingness to rapidly access beneficial knowledge.

Furthermore, the researcher is also interested in how higher education's digital transformation has taken place in the aspect of EFL teaching to Russian first-year students. Makarova and Pirozhkova (2020) have selected 36 first-year undergraduate IT majors participating in the digital storytelling approach. Their findings suggest that the majority of students agreed that creating digital storytelling was engaging and that they would like to do this assignment more frequently. They also added that digital storytelling is a creative technology as it satisfies students' needs and expectations for the digital transition in the growth of society. Digital storytelling encourages the development of students' soft skills and professional abilities while engaging them in language learning more than traditional storytelling does.

Moreover, in light of the Covid-19 pandemic, digital transformation has majorly stepped their role as the education institution enforced distance education, which lead to undeniably technological involvement. Therefore, it might trigger Suharsih and Wijayantia (2021) to analyze how EFL students perceive the difficulties and

expectations associated with online learning. The study involved 15 master's degree students from one public institution in Banten, Indonesia, who participated. According to the results, students found that online learning was beneficial for technological skill acquisition and learning independence throughout Covid-19. The students' impression of how simple it is to use online learning, they had favorable perceptions of its adaptability and accessibility. However, online learning can be challenging due to network issues, instructional content comprehension, and motivation issues. Students anticipated having competent instructors who improved the learning environment and raised the motivation of their students to learn.

In addition, the perspectives of both professors and students also should be taken into account to see the quality of the digital transformation in EFL teaching and learning. Mohamed Haggag and Bakr (2022) added in their study that both students and professors participants are very supportive of the digitization of English courses. In order to coordinate with the digital transformation goal of Egyptian higher education, their study attempts to assess university professors' and students' perspectives toward digitizing EFL programs. The study includes 82 English department students along with 21 professors of the University in Egypt. As mentioned above, their findings indicated that the participants' opinions regarding the digitization of English courses are very favorable. They agree that E-learning enhances their educational experiences and assists them to achieve their English class. They also believed that motivation for learning is increased when the courses are presented digitally. Also, online tasks provide them more satisfaction than traditional homework done on paper.

Furthermore, it is also interesting to enlighten how the EFL teaching strategies and resources are employed under the digital setting as Becirovic et al. (2023) conducted web-based surveys to perform the study at an Australian grammar school with a total number of participants 151. It has revealed that three of the four English language skills which are reading, writing, and listening, significantly impacted the development of digital competencies, which is an intriguing conclusion. The strong connection between language literacy and digital literacy is indicated by this connection. Based on the prevalence of word processing software usage and the primary purpose of overall use, writing appears to play a substantial role in the use of digital devices in EFL classrooms. Moreover, both students and instructors appear to have

prioritized adding a playful element to learning, and the findings indicate that most of the students believed using e-Learning in the classroom was an enjoyable transition

Related research on digital transformation and EFL teaching and learning have shown how digital transformations are taking place in various EFL classrooms globally. It is predictable that most of the results of integrating technology into the EFL classroom are positive since technology has been a part of the learner's life. It has been presented that digital methodologies (such as digital storytelling) are proven to meet the needs of the students. Moreover, because of the accessibility and the ability to simultaneously acquire EFL skills and technological competence, they are favorable to digitizing EFL courses and online learning. The motivation increase in digital instruction is also noted.

Thus, these aspects of the related research present the trends of how other researchers apply the technological methodology in the light of digital transformation into the EFL class and the response of their learners. Consequently, this current research will assist us to see how the present generation of learners perceives EFL instruction right now under the influence of digital transformation. The perspective and the preference from the expectation of the participants may or may not be in accordance with the related research above. However, based on the related research, it can be predicted that Generation Z EFL participants in this research will prefer digital transformation in the EFL classroom.

2.6 Conceptual Framework

Technology-enhanced universities are influencing EFL instruction through the integration of digital tools into the classroom (Sarica & Cavus, 2009; Deerajviset, 2014; Altinkalp et al., 2021; Ardasheva et al., 2021; Becirovic et al., 2023). Some academics have employed a variety of digital tools to enhance students' weak skills and create more effective learning environments in EFL classrooms (Poláková & Klímová, 2019; Asratie et al., 2023). As technology becomes the primary tool in EFL teaching and learning, whether by learners or instructors, EFL trends have shifted in this direction.

However, even though digital transformation is occurring, EFL teaching and learning might not be adapting as effectively as they should (Al-Esaifer & Alshareef, 2018; Rungswang & Kosashunhanan, 2021; Chumpavan et al., 2023). For example, some undergraduate students struggle with reading comprehension (Rungswang & Kosashunhanan, 2021), while others face challenges in speaking comprehension (Al-Esaifer & Alshareef, 2018).

Furthermore, preliminary purposive sampling interviews with Generation Z EFL undergraduate students revealed several problems in English language learning, including differences in knowledge levels, the neglect of communication skills, outdated curricula, a lack of alignment with students' majors, and incomprehensible pronunciation. These problems present new challenges for instructors and course developers to support students toward academic achievement. Therefore, if students perceive that they are not effectively improving their EFL skills in a technology-enhanced environment, they are likely to expect more.

Furthermore, Generation Z is a well-known digital native because they are being raised in a time of rapid digital development (Bateh, 2018, as cited in Bhalla et al., 2021, p. 4). Moreover, Generation Z utilizes social networks as their main source of communication and they are highly connected globally and culturally acceptable (Arora et al., 2019) Significantly, they naturally have the skills necessary to use a variety of IT devices and the Internet (Harmato, 2013). Generation Z has an excellent ability to incorporate technology into their learning process, which is its primary distinctive learning style and preference (Harmato, 2013; Rothman, 2016; Iftode, 2019; Nicholas, 2020). It can be noticed that Generation Z is one of the drivers of digital transformation in EFL classrooms. Thus, if their learning preferences have not been appropriately fulfilled, the further problem could happen.

Moreover, EFL is a vital part of Generation Z students to acquire information and be able to utilize it in order to achieve their intended objectives. The widespread EFL trends revolve around the use of technology in the classroom, and it seems that integrating technology, regardless of computers or mobile devices, into the EFL classroom has a positive influence in a number of ways (Deerajviset, 2014; Mofareh, 2019; Ardasheva et al., 2021; Mohamed Haggag & Bakr, 2022). EFL tendency

nowadays demonstrates that technology is integrated into education in this age of digital transformation.

In addition, digital transformation has an impact on education, as well as EFL teaching and learning. Education is impacted by digital transformation because it expands the platform and accessibility. Digital transformation allows new audiences and informal education to have more roles. But also some limitations have emerged as well (Balkin & Sonnevend, 2016). The scope of the EFL classroom is expanded by digital transformation, along with a variety of materials available online, according to several scholars who documented this in their studies (Balkin & Sonnevend, 2016; Bilyalova et al., 2020). It appears that digital transformations are positively transforming education and EFL teaching and learning.

Consequently, this phenomenon leads to the expectations of Generation Z students. In line with Hutchinson and Waters' (1987) needs-based model, which prioritizes the identification of learners' necessities, lacks, and wants, this study conceptualizes student expectations as a foundational element of curriculum responsiveness. As a result, to run an effective teaching and learning process, it is necessary to consider the students' expectations. After studying the relevant research, the researcher has selected the criteria of the expectation. The researcher adopts the expectation criteria from 6 criteria: EFL instruction, materials and resources, testing and evaluation, assignments, and the use of English in the future.

Accordingly, the concepts above bring to sketch the research conceptual framework. To start with studying the state of digital transformation, what happens is it affects education as it influences availability, accessibility, and platform (Balkin & Sonnevend, 2016; Bilyalova et al., 2020, & Alenezi, 2021). Digital transformation is therefore occurring in EFL teaching and learning which led to the EFL trends shifting in the same direction as technology becomes the major tool in EFL teaching and learning, whether by the learner or the instructor. Also, it can be seen that incorporating technology into the EFL classroom has positive impacts (Deerajviset, 2014; Mofareh, 2019; Ardasheva et al., 2021; Mohamed Haggag & Bakr, 2022). Besides that, related problems also occur as EFL teaching and learning might not be adapting as well as it should even if the digital transformation is occurring, which could be noticed by various research mentioning the existing problems (Al-Esaifer & Alshareef, 2018; Rungswang

& Kosashunhanan, 2021, & Chumpavan et al., 2023). Moreover, as Generation Z shares the particular trait of being digital natives and learning preferences and learning style are highly involved with technology (Harmato, 2013; Seemiller, 2017; Nicholas, 2020, & Bhalla et al, 2021), they tend to have the expectation in the 6 criteria including the expectations of EFL instruction, materials and resources, testing and evaluation, assignments, and the use of English in the future. These criteria are employed from Eriani et al, (2019), Demir and Sönmez (2021), & Özer (2021).

   After the objectives of this study are achieved, the expected outcome is the reform of English language teaching and learning that will respond to the needs of Generation Z EFL students and English language learning in the technology-enhanced university. The research conceptual framework is presented in the form of the figure below.
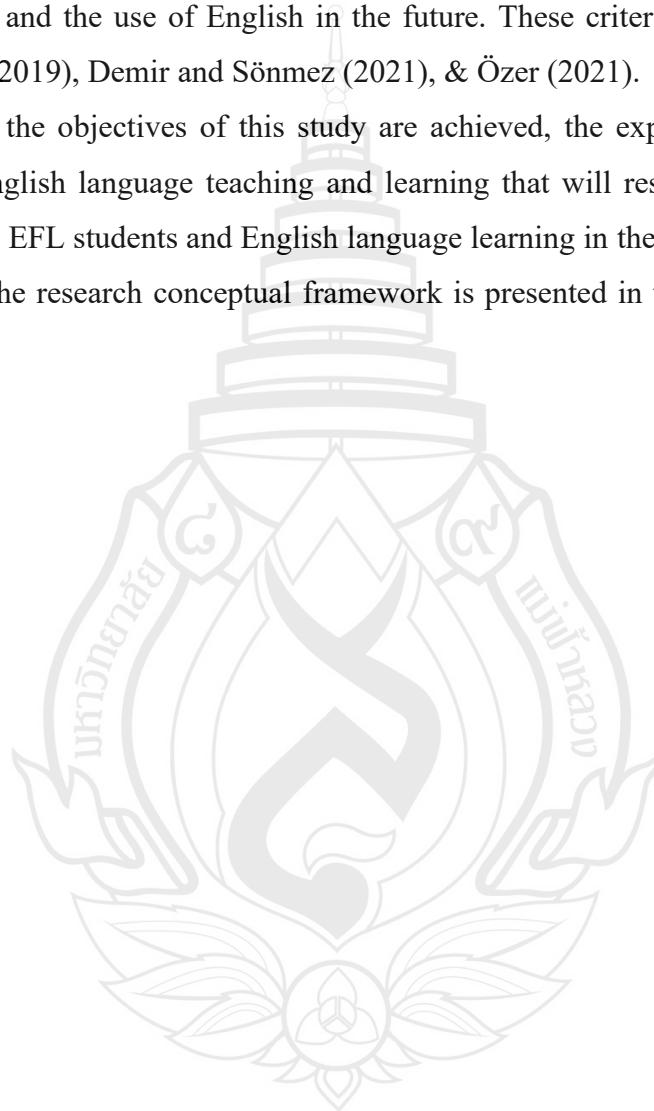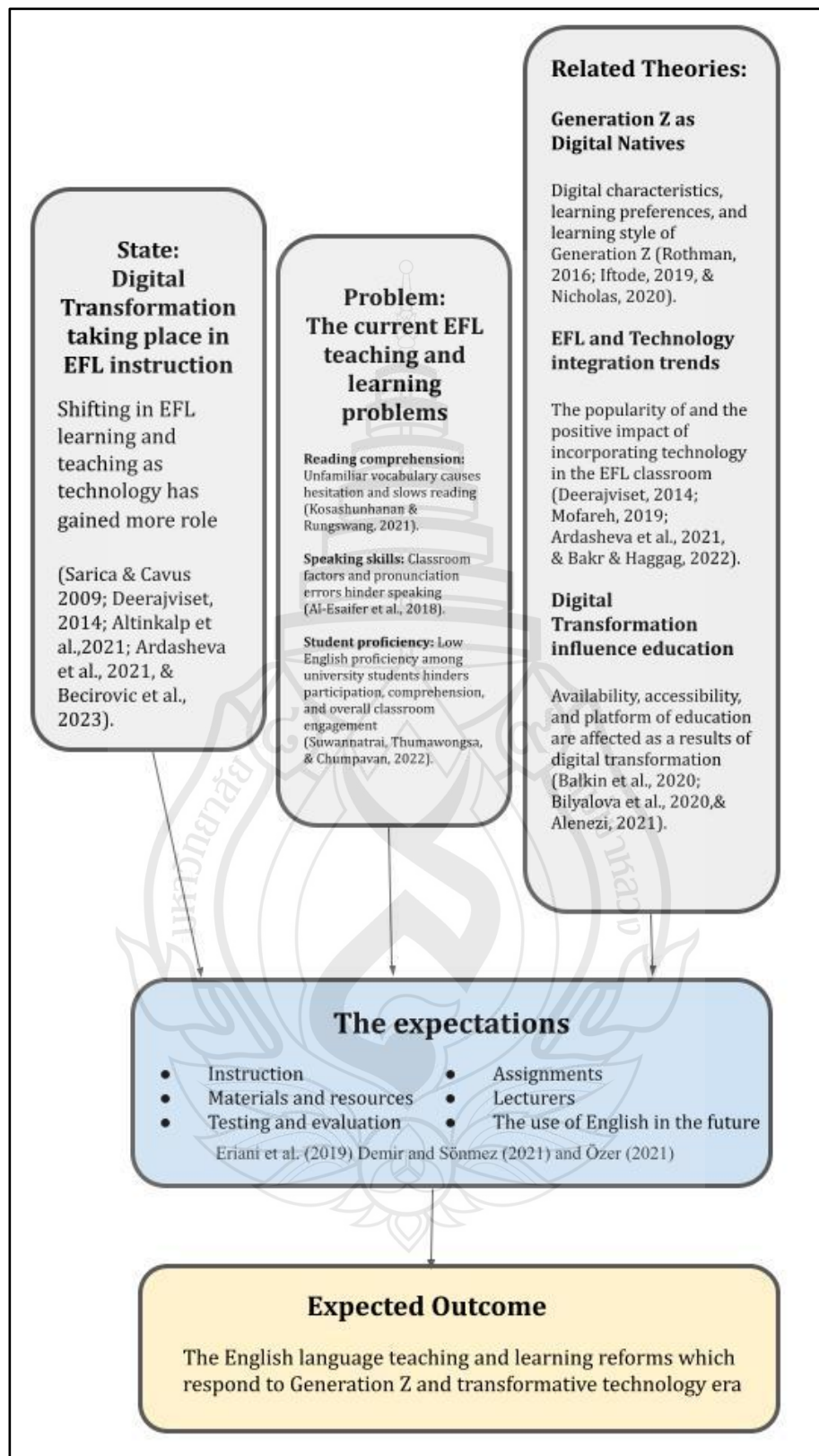
Figure 2.1 Conceptual framework

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

This study employed a sequential explanatory mixed-methods design, which integrated both quantitative and qualitative approaches to investigate the expectations of Generation Z undergraduate EFL students in the context of English language learning under a technology-enhanced university. The rationale for adopting this design lay in its strength to first quantify trends and general patterns through a survey and then further explore those findings in depth through follow-up interviews.

In the first phase, the quantitative component utilized a survey questionnaire that was designed to measure students' levels of expectations across six key areas: instruction, materials and resources, testing and evaluation, assignments, lecturers, and the use of English in the future. The instrument was based on a five-point Likert scale and was distributed to a randomly selected sample of 125 undergraduate students majoring in English at Mae Fah Luang University. The statistical data obtained from this phase enabled the researcher to quantify and describe the overall degree of expectations held by Generation Z students toward English language learning. These findings were used to address both Research Question 1, which sought to identify expectations in specific areas, and Research Question 2, which examined the extent to which these expectations influenced students' English language learning experiences.

In the second phase, the qualitative component involved semi-structured interviews with 13 participants (10% of the survey sample), randomly selected from the original pool of respondents. These interviews were intended to elaborate on the quantitative findings by providing richer, more detailed insights into students' individual expectations and learning experiences. This follow-up phase enabled the researcher to gain a deeper contextual understanding of the statistical patterns observed in the first phase and to further examine how students perceived the role and impact of their expectations within the broader context of technology-enhanced in education.

To answer the research questions, each method served a distinct yet complementary role. Research Question 1 was addressed through the first part of the questionnaire, which measured students' expectations across six categories. These findings were supported by interview data to provide deeper explanations and personal perspectives. Research Question 2 was addressed using the second part of the questionnaire, which focused on the perceived impact of expectations on learning experiences. The qualitative interviews further elaborated on these perceptions, offering a richer understanding of how expectations influenced students in a technology-enhanced learning environment.

3.2 Population and Samples

This research aims to investigate the expectations of undergraduate Generation Z EFL students in English language learning in the light of technology-enhanced university. In order to effectively answer the research questions, the methodology must be well developed. Hence, this chapter is going to explain the research design in the aspects of the population and samples, research instruments, data collection, data analysis, validity and reliability, and conceptual framework.

The population in the research is a total of 724 Mae Fah Luang University undergraduate Generation Z EFL students in the School of Liberal Arts in the academic year 2023. The samples are selected from undergraduate students from all of first year to the fourth year Generation Z EFL students in English Major, School of Liberal Arts of the academic year 2023 to explore the expectations of English language learning. They are selected based on their frequency of using English in all courses provided for English major students. The 2023 academic year is a suitable year since it is the year that this study is proceeding. The samples have been divided into two groups.

The first group is generated from the Yamane (1967) formula. According to the Registrar Division database of Mae Fah Luang University (2023), the total number of EFL students in the School of Liberal Arts for the academic year 2023 is 724 (latest updated, December 2023). Consequently, the Yamane (1967) formula calculated that 125 students needed to be gathered. As a result, 125 Generation Z EFL students enrolled

in the English Major, School of Liberal Arts of the 2023 academic year are the participants. The sampling method is random sampling by randomly selecting the participants to answer the survey questionnaire.

In addition, the second group of the samples will be calculated as 10% of the previous participants, considered 13 Generation Z EFL students in English Major, School of Liberal Arts of the academic year 2023. These 13 undergraduates will be randomly selected for further semi-structured interviews. The additional 10% interview participants are for providing the further in-detailed data in order to understand the participants's perspectives better.

3.3 Research Instruments

This research aims to identify Generation Z EFL students' expectations and the level of expectation for English language learning in a technology-enhanced university. Research instruments in this research are consisted of two kinds of instruments. One is the survey questionnaire for gathering quantitative data and another one is a semi-structured interview for qualitative data. They are explained in the following statements.

3.3.1 Survey Questionnaire

The survey questionnaire includes two parts in the form of Google forms. The first part is a 5-point Likert Scale for rating the level of agreement or disagreement with each of the statements. The second part is instructed to prioritize the items.

3.3.1.1 Survey Questionnaire Part 1:

Survey questionnaire in the first part is constructing for students in order to gather quantitative data to discover the participants' expectations in the aspects of:

1. instruction
2. materials and resources
3. testing and evaluation
4. assignments
5. lecturers
6. the use of English in the future

Development and Selection of Survey Criteria

The survey questionnaire criteria are studied and analyzed from different research studies (Armağan et al., 2016; Eriani et al., 2019; Demir & Sönmez, 2021; Özer, 2021; Belardo & Weerathai, 2022; Muttaqin & Chuang, 2022). Then, the criteria from Eriani et al. (2019), Demir and Sönmez (2021), and Özer (2021) were chosen because instruction, materials, assessment, assignments, lecturers, and the future use of English that are particularly relevant to Generation Z. These criteria were selected based on the unique characteristics of Generation Z, including their preferred learning methods, strong digital literacy, and academic orientation. As EFL classrooms undergo significant digital transformation, these components, covering instruction, materials, assessment, assignments, lecturers, and the future use of English, are especially relevant. They not only align with Generation Z's learning preferences but also help reveal their motivation for learning English. Additionally, the role of the lecturer is crucial in guiding this digital shift and ensuring that teaching approaches meet the needs of Generation Z learners.

From what is presented in the Table 3.1, the researcher has chosen 6 criteria from Eriani et al. (2019), Demir and Sönmez (2021) and Özer (2021) which consist of instruction, materials and resources, testing and evaluation, assignments, lecturers, and the use of English in the future.

The researcher has included 4 of the selected criteria from the scholars who focused on expectations of EFL classrooms with technological incorporation, while the other 2 criteria are employed from the scholars who focus on expectations of EFL classrooms with teachers. These selected criteria are mostly focused on expectations of EFL classes with technological inclusion in order to comply with the digital transformative era, including respond to the students' diversity and preferences.

Table 3.1 Criteria of students' expectations of English learning

Scholars	Years	Purposes of the study	Criteria of students' expectations of English learning					
Armağan et al.	2016	Focus on Expectations of EFL Classrooms with Teachers	Building	Curriculum	Academic Staff			
Eriani et al.	2019		The use of English in the future	The content of English teaching (Four English language skills, Pronunciation and grammar)	The learning style			
Özer	2021		Objective	Content	Teaching-learning process	Lecturer	Classmates	Assessment
Muttaqin and Chuang	2022		Language and disciplinary knowledge expectations from EMI learning and	Intercultural, future academic, and job-related expectations.				
Demir and Sönmez	2021	Focus on Expectations of EFL Classrooms with Technological Incorporation	English instruction	Materials used during instruction	Testing and evaluation in language class	Assignments		
Belardo and Weerathai	2022		Class management and teaching styles	Internet quality	Preferring The traditional style of learning			

Based on the two purposes mentioned earlier, they will be explained in the followings. From Table 3.1, 6 research studies from Armağan et al. (2016), Eriani et al. (2019), Demir and Sönmez (2021), Özer (2021), Belardo and Weerathai (2022), Muttaqin and Chuang (2022) were studied by the researcher. Moreover, it can be seen from the year 2016 until the year 2022. At first, in 2016 to 2019, the scholars only surveyed the expectations that focus on expectations of EFL classrooms with teachers. Nevertheless, due to education reform for technology integration, the paradigm has shifted as transformative technology has influenced the EFL education. As a result, since 2021-2022, the educational field is concentrating more on digital transformation and also includes technology as well. Hence, it appeared that Demir and Sönmez (2021) and Belardo and Weerathai (2022) focused on the expectations of EFL classrooms with technological incorporation. It also presented that since 2021-2022, not only the teacher has a role in the EFL classroom, but also the role of technology has arisen during this paradigm shift.

The reasons for selecting the criteria are explained below in the Table 3.2

Table 3.2 Reasons for selecting the criteria

Scholars	Selected Criteria	Reasons for selecting
Eriani et al. (2019)	The use of English in the future	It could reveal the motivation for learning the English language of Generation Z.
Demir and Sönmez (2021)	Instruction Materials and Resources Testing and Evaluation Assignments	Due to Generation Z's unique traits, preferred methods of learning, and inherent digital literacy skills and the EFL classroom has experienced a digital transformation, these criteria should be selected as they should be considered improved to be the most appropriate for the Generation Z learners.
Özer (2021)	Lecturer	The role of the lecturer in digital transformation is also significant.

"The use of English in the future" criteria from Eriani et al. (2019) is selected because students understood the importance of acquiring English language skills, as it prepares them for the future (Eriani et al., 2019). This criteria could reveal the motivation of learning English of Generation Z which can increase the understanding of the perspective toward the English language learning.

Furthermore, "instruction", "materials and resources", "testing and evaluation" and "assignments" were selected from the research of Demir and Sönmez (2021). They were selected for these reasons.

Generation Z has distinct characteristics, learning styles and learning preferences and it possesses the natural skill of digital literacies (Harmato, 2013; Dolot, 2018; McCrindle & Fell, 2019; Nicholas, 2020), along with the transformative technology undergone in the EFL classroom (Sarica & Cavus, 2009; Deerajviset, 2014; Mohamed Haggag & Bakr, 2022; Becirovic et al., 2023). Hence, it is necessary to alter not just the English language instruction but also the assignments given in the classroom, testing and evaluation, and the resources utilized in accordance with the unique characteristics of Generation Z should be taken into consideration for improvement. For example, due to the availability of online information sources, Generation Z no longer has to solely rely on the teacher's material and resources of knowledge and prefers to choose their own material and resources of learning (Rothman, 2016; Seemiller, 2017; Mellman, 2020).

Lastly, because the lecturer is also considering a significant role in the digital transition (Balyer & Öz, 2018; Vindaca & Lubkina, 2020), the "Lecturers" criteria from Özer (2021) was selected. Accordingly, the expectations were classified into 6 themes and translated into Thai for clearer understanding and to prevent confusion among the participants.

3.3.1.2 Survey questionnaire part 2:

The second part of the survey questionnaires were created to understand the extent of the expectations that affected the participants for answering the second research question. This part required the participants to prioritize the 6 aspects of English language learning expectations according to their experiences and perspectives. The expectations were included: instruction, materials and resources, testing and evaluation, assignments, lecturers and the use of English in the future. The participant requested to give each expectation item a number between 1 and 6, where 1 represents

the item that is the most important, while 6 indicates the least important for them. This section enables a clearer comprehension of the level of expectations across each area, as well as which expectations have the greatest impact and influence on them and which ones have the least.

3.3.2 Semi-structured Interview

Semi-structured interviews were conducted to gather in-depth qualitative data to complement the survey findings and provide further insights into students' expectations regarding English language learning under technology-enhanced university. The open-ended format allowed participants to express their views freely and in greater detail than the questionnaire permitted.

The interview questions were based on the six categories from the survey: (1) instruction, (2) materials and resources, (3) testing and evaluation, (4) assignments, (5) lecturers, and (6) the future use of English. Question 1 asked participants to elaborate on their expectations in these areas, directly supporting Research Question 1.

Questions 2, 3, and 4 explored students' views on the use of technology and transformative technology in English learning. These questions further addressed Research Question 1, focusing on how digital transformation influences student expectations, particularly for Generation Z learners.

Questions 5 and 6 asked participants to identify which of the six categories they considered most and least important, and to explain their choices. These responses directly addressed Research Question 2, which seeks to determine the areas with the greatest and least perceived impact on students' English learning experiences.

The interview structure ensured consistency across participants while allowing for flexible, detailed responses aligned with the study's objectives.

The interview questions are as follows:

1. What is / are your expectation (s) towards the following aspects
    1) instruction?
    2) materials and resources?
    3) testing and evaluation?
    4) assignments?
    5) lecturers?
    6) the use of English in the future?

2. Could you provide more details about your expectations towards the use of technology in your English learning experiences?

3. What do you think about transformative technology in English language learning?

4. Since transformative technology has impacted English language learning, how does it impact you as a Generation Z student?

5. Which of the 6 expectations categories from the survey do you expect the most? and why is that?

    1) instruction?

    2) materials and resources?

    3) testing and evaluation?

    4) assignments?

    5) lecturers?

    6) the use of English in the future?

6. Which of the 6 expectations categories from the survey do you expect the least? and why is that?

    1) instruction?

    2) materials and resources?

    3) testing and evaluation?

    4) assignments?

    5) lecturers?

    6) the use of English in the future?

3.4 Data Collection

3.4.1 Survey Questionnaire

To investigate students' expectations for English language learning under technology-enhanced university, data were collected using an online survey questionnaire and semi-structured interviews. The questionnaire was developed based on a review of relevant literature and administered via Google Forms. A total of 125 English major students participated.

Participants were randomly selected from 724 students enrolled in the School of Liberal Arts, Mae Fah Luang University, during the 2023 academic year, using simple random sampling. The Registrar Division provided the student list, and 125 names were drawn at random. Permission to conduct the study was obtained from the School of Liberal Arts. Selected students were invited by email to complete the questionnaire within one month. The data collection process is shown in Figure 3.1.
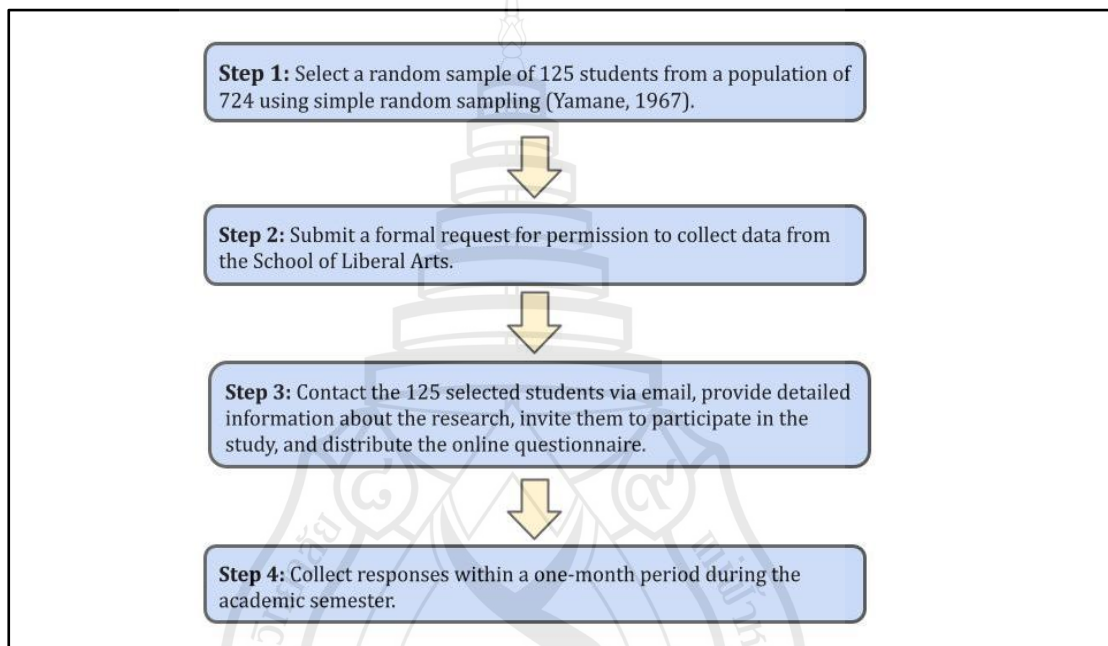
Figure 3.1 Survey questionnaire data collection

3.4.2 Semi-Structured Interview

To gain deeper insights into students' expectations for English language learning under a technology-enhanced university, semi-structured interviews were conducted. Thirteen participants were randomly selected from the 125 survey respondents using simple random sampling.

The selected participants were contacted via email to explain the interview process and make appointments. Interviews were scheduled and conducted within two weeks through Google Meet. The semi-structured format allowed for guided questions and open discussion, providing rich qualitative data to complement the survey findings. The data collection process is shown in Figure 3.2.
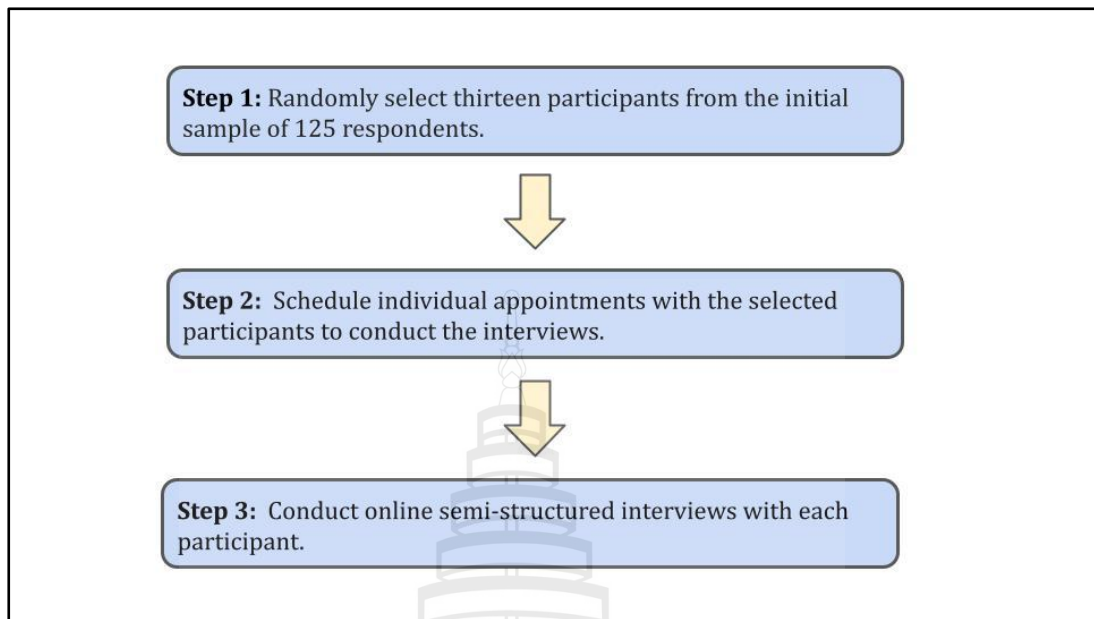
Figure 3.2 Semi-structured interview data collection

3.5 Data Analysis

There are quantitative and qualitative data from the survey questionnaire and semi-structured interview results. The quantitative data is obtained from 125 participants, and then 13 participants are provided the qualitative data. Thus, in order to answer the research questions, the analysis is divided into two procedures.

3.5.1 Quantitative Data Analysis

3.5.1.1 The Expectations of English Language Learning

The 5-point Likert scale has a function to measure the degree of agreement in the questionnaire. In this research, the 5-point Likert scale is utilized to score students' expectations in each criteria in the area of the expectations of (1) instruction, (2) materials and resources, (3) testing and evaluation, (4) assignments, (5) lecturers, and (6) the use of English in the future. Afterward, the scores are calculated by the researcher and translated into the Mean level which leads to answer the research question by interpreting the degree of the expectations of the students. Additionally, the results are converted by the categorization of Richard Todd as follows:

Table 3.3 Score interpretation and mean description

Score	Description (Score Interpretation)	Mean Range and Description (Todd, 2011)
5	The student strongly agrees with the statement.	4.20–5.00 The student has the highest level of agreement.
4	The student agrees with the statement.	3.40–4.19 The student has a high level of agreement.
3	The student is moderate with the statement.	2.60–3.39 The student has a moderate level of agreement.
2	The student disagrees with the statement.	1.80–2.59 The student has a low level of agreement.
1	The student strongly disagrees with the statement.	1.00–1.79 The student has the lowest level of agreement

3.5.1.2 The Level of English Language Learning Expectation

The analysis utilizes responses gathered from a 5-point Likert scale, measuring six aspects of English language learning: instruction, materials and resources, testing and evaluation, assignments, lecturers, and the use of English in the future. Descriptive statistics, including means and standard deviations, will be computed to assess the central tendency and variability of responses for each aspect. This approach enables an unbiased comparison of the different dimensions without any prior assumptions about their relative importance, and additional statistical tests may be employed to explore any interrelationships among the variables.

3.5.2 Qualitative Data Analysis

The data obtained from the semi-structured interviews were analyzed using thematic content analysis, employing an inductive coding approach. All interviews were audio-recorded with the informed consent of participants and subsequently transcribed verbatim in Thai. The transcripts were then carefully translated into English, with close attention paid to maintaining the original meaning, tone, and contextual nuances of the participants' responses.

The interviews were audio-recorded with participants' consent and transcribed directly from Thai audio into English by the researcher, who is bilingual in both languages. This process involved simultaneous transcription and translation, and

special care was taken to accurately reflect participants' meanings, expressions, and context. While no separate Thai transcripts were produced nor expert translation review conducted, multiple reviews of the English transcripts were undertaken to ensure fidelity to the original responses.

Following translation, the transcripts were read multiple times to ensure thorough familiarization with the content. During this stage, recurring ideas, key expressions, and notable patterns were identified and noted. Initial codes were generated directly from the participants' language, reflecting the substance of their responses. Coding was conducted manually, and similar or related codes were then clustered to form broader thematic categories.

Through this iterative and interpretative process, six crieria themes were constructed, each representing a distinct dimension of the participants' experiences and perspectives regarding English instruction. These themes encapsulated both shared viewpoints and individual variations, offering a nuanced understanding of the data. Representative quotations were selected to substantiate each theme and to convey the voices of participants authentically.

The qualitative findings derived from this process served to enrich and contextualize the results of the quantitative survey, providing deeper insight into the students' attitudes, expectations, and challenges. This integrated analysis enabled a more comprehensive understanding of the research topic.

3.6 Validity of the Research Instruments

The research instruments applied in this study consisted of a survey questionnaire and a semi-structured interview. The survey questionnaire was constructed based on the criteria of selected research studies, while the semi-structured interview was designed to align with the questionnaire and explore additional in-depth perspectives. In order to ensure the validity of the instruments, both were subjected to expert validation prior to their implementation.

3.6.1 The Survey Questionnaire

The content validity of the survey questionnaire was assessed by three experts in the field of English language learning and instruction. These experts reviewed each item in terms of three main criteria: (1) the appropriateness of the items, (2) the completeness of the content, and (3) the clarity and correctness of the language used.

To further quantify the content validity, the Index of Item-Objective Congruence (IOC) was applied. Each expert rated every item using a three-point scale: +1 = clearly measuring the objective, 0 = uncertain, and -1 = clearly not measuring the objective. The IOC values were then calculated by averaging the scores for each item. Items with IOC scores equal to or greater than 0.5 were considered valid and retained, while those falling below the threshold were revised or removed accordingly.

The experts selected for validation were qualified professionals with extensive experience in English language teaching and curriculum design. Their validation ensured that the questionnaire items aligned well with the intended constructs and were free from ambiguity or bias. This process was essential to prevent issues such as construct underrepresentation and measurement error, both of which can compromise the reliability and interpretability of the results.

3.6.2 The Semi-Structured Interview

Similarly, the interview questions were also reviewed by the same panel of three experts. The evaluation addressed the appropriateness, completeness, and language accuracy of the interview items to ensure that they aligned with the research objectives and complemented the survey data collection.

The validation of the interview questions was essential to strengthen credibility and consistency in the qualitative phase of the research. The expert review helped refine questions to elicit deeper, more relevant responses, and ensured that the language used was appropriate for undergraduate EFL students. By subjecting the interview guide to the same rigorous validation process, the study maintained coherence and methodological integrity across both research instruments.

3.6.3 Results of the Evaluation and Report of Changes

After the instruments were reviewed by the three experts, the Index of Item-Objective Congruence (IOC) values for all items in both the survey questionnaire and the semi-structured interview were calculated. The vast majority of items received IOC scores

of 0.67 to 1.00, which indicated strong content validity across the three validation dimensions: appropriateness, completeness, and language use.

3.6.3.1 Survey Questionnaire

Most of the questionnaire items were validated without requiring major revision. However, several expert suggestions were noted and acted upon to enhance clarity, relevance to transformative technology, and alignment with the research title. Key changes made based on expert feedback included:

1. Refinement of items 1.4 to 1.7 (skills-focused items under "Expectations of English Instruction") to better reflect the integration of transformative digital learning practices. Experts commented that these items should connect more explicitly to technology-enhanced instruction.

2. Revision of Section 2 (Materials and Resources): Experts suggested the inclusion of or clearer reference to authentic digital resources (e.g., e-books, educational apps). Language was adjusted for precision.

3. Section 4 (Assignments): One expert recommended incorporating technology-integrated assignments, such as online collaborative tasks or digital submissions, to reflect the transformative technology theme more clearly.

4. Minor linguistic adjustments were made to ensure clarity and consistency in terminology (e.g., standardizing phrasing like "I expect to use English…" across items in Section 6).

3.6.3.2 Semi-Structured Interview

The interview questions were also found to be valid, with IOC scores above 0.5 across all items. However, the experts provided valuable suggestions to improve the depth and focus of the questions:

1. A recommendation was made to include prompts or follow-up sub-questions that explicitly ask about students' expectations toward the use of technology in each category (instruction, materials, evaluation, etc.). This was added in the final version to better reflect the research's emphasis on transformative technology.

2. Language was modified slightly in some questions for clarity and academic tone (e.g., "What do you think about digital transformation in English language learning?" was reworded to more directly prompt reflection and examples).

These changes helped ensure that the instruments were valid, clear, and fully aligned with the research objectives, particularly in the context of transformative technology in EFL education.

CHAPTER 4

RESEARCH FINDINGS

This chapter presents the findings of the study based on the research objectives. The primary aim of this research was to investigate the expectations of undergraduate Generation Z EFL students in English language learning. These expectations were examined across six areas: instruction, materials and resources, testing and evaluation, assignments, lecturers, and the use of English in the future.

Additionally, this chapter addresses the second objective by outlining the levels of English language learning expectations that influence undergraduate Generation Z EFL students. The findings are presented systematically to highlight key trends and patterns observed in the data, offering a detailed account of the students' expectations without further interpretation or analysis. The findings are divided into two sections: the expectations of undergraduate Generation Z EFL students in English language learning and the level of the English language learning expectations of Generation Z EFL students.

Obtaining the data, the survey was conducted through an online platform, Google Forms. The samples were selected to explore the data of the expectations of English language learning focusing on students majoring in English across all academic years. The participants were selected based on their frequencies of English usage across all courses designated for English major students. The 2023 academic year was deemed appropriate, as it coincided with the period during which this study was being conducted. Using the Yamane (1967) formula and data from the Registrar Division, a sample size of 125 students was determined and selected through random sampling to complete a survey questionnaire. Additionally, 10% of this sample, equating to 13 students, were randomly chosen for semi-structured interviews to provide more in-depth insights into their perspectives. The sample's information was presented in Table 4.1 as follows:

Table 4.1 General information of samples

Number of Samples	University Year	Percent
30	1st Year	24%
31	2nd Year	24.8%
32	3rd Year	25.6%
32	4th Year	25.6%

Note n=125

Table 4.1 summarizes the general information of 125 Generation Z EFL students from the School of Liberal Arts, categorized by academic year. The respondents were evenly distributed across academic years, with 24% in the first year, 24.8% in the second year, and 25.6% each in the third and fourth years. Their ages range from 20 to 22 years.

Additionally, a smaller group of 13 interviewees was selected from this sample to represent all academic years. This group consisted of 10% of the initial participants, specifically 13 Generation Z EFL students from the English major at the School of Liberal Arts for the academic year 2023. These 13 undergraduates were selected through random sampling to participate in semi-structured interviews. This group included a proportionate mix of first-, second-, third-, and fourth-year students, which allowed for diverse perspectives and insights. The even distribution and representative sampling provide a solid foundation for understanding the demographic characteristics and their relevance to the study.

4.1 The Expectations of Undergraduate Generation Z EFL Students in English Language Learning

This section examines the expectations of undergraduate Generation Z EFL students regarding their English language learning experiences. These expectations are categorized into six criteria: English instruction, materials and resources, testing and evaluation, assignments, lecturers, and the use of English in the future. Findings from the questionnaire and the interviews were discovered. The findings from the

questionnaire were divided into categories and presented in terms of mean (M) and standard deviation (SD) to illustrate the extent and variability of the students' responses. Detailed summary is provided in the table below.

Table 4.2 The expectations of undergraduate generation Z EFL students in English language learning

The Expectation's Categories	Statements	Mean ($\bar{x}$)	S.D.	Description
1. The expectations of English instruction	1.1 I believe that technology should be involved in English instruction.	4.27	1.04	Highest
	1.2 I prefer online learning more than traditional in-class learning.	2.32	1.04	Low
	1.3 I enjoy using online learning platforms such as Zooms and Google Meets.	2.78	1.07	Moderate
	1.4 I expect "Listening skills" to be more emphasized in the transformative technology leadership era.	4.26	1.05	Highest
	1.5 I expect "Communication skills" to be more emphasized in the transformative technology leadership era.	4.35	1.08	Highest
	1.6 I expect "Reading Comprehension skills" to be more emphasized in the transformative technology leadership era.	4.30	0.96	Highest
	1.7 I expect "Academic Writing skills" to be more emphasized in the transformative technology leadership era.	4.07	1.02	High
	Average Mean	**3.60**	**1.06**	**High**
2. The expectations of materials and resources	2.1 I expect that activities and games are integrated into English instruction.	4.14	1.08	High
	2.2 I expect that online games are integrated with English instruction.	3.98	1.11	High
	2.3 I prefer learning with print material such as textbooks, handouts, manuals, or pamphlets.	3.33	1.18	Moderate
	2.4 I prefer learning with digital material such as programs, software, applications, websites or MOOCs.	3.66	1.00	High

Table 4.2 (continued)

The Expectation's Categories	Statements	Mean (x̄)	S.D.	Description
	2.5 I prefer learning with audio material such as podcasts and radio programs.	3.75	1.11	High
	2.6 I prefer learning with visual material such as a picture and infographics.	4.13	1.06	High
	2.7 I prefer learning with authentic language resources such as TV programs, news reports, documentaries, web, videos, or advertisements.	3.94	1.12	High
	Average Means	**3.77**	**1.09**	**High**
3. The expectations of testing and evaluation	3.1 I prefer individual assessments over group assessments in the transformative technology leadership era.	3.90	1.05	High
	3.2 I prefer group assessments over individual assessments in the transformative technology leadership era.	2.90	1.05	Moderate
	3.3 I prefer oral tests over writing tests in the transformative technology leadership era.	3.16	1.13	Moderate
	3.4 I prefer writing tests over oral tests in the transformative technology leadership era.	3.37	1.08	Moderate
	3.5 I believe that class performance and participation evaluation should be the major assessments in the transformative technology leadership era.	3.48	1.08	High
	3.6 I believe that course projects such as research and assignments should be the major assessment in the transformative technology leadership era.	3.51	0.96	High
	3.7 I believe that examinations should be the major assessments in the transformative technology leadership era.	3.34	1.08	Moderate
	Average Mean	**3.36**	**1.08**	**Moderate**

Table 4.2 (continued)

The Expectation's Categories	Statements	Mean (x̄)	S.D.	Description
4. The expectations of assignments	4.1 I expect more course assignments in the transformative technology leadership era.	3.11	1.10	Moderate
	4.2 I expect fewer course assignments in the transformative technology leadership era.	3.61	0.99	High
	4.3 I prefer in-class assignments in the transformative technology leadership era.	3.42	0.98	High
	4.4 I prefer online assignments in the transformative technology leadership era.	3.42	1.08	High
	4.5 I prefer individual assignments in the transformative technology leadership era.	3.70	1.04	High
	4.6 I prefer group assignments in the transformative technology leadership era.	3.19	1.13	Moderate
	Average Mean	**3.45**	**1.04**	**Moderate**
5. The expectations of the lecturers	5.1 I expect that the lecturer should have the ability to effectively employ technology tools and material for instruction in the classroom.	4.23	1.00	Highest
	5.2 I expect that the lecturer is aware of background knowledge differences among students.	4.48	0.97	Highest
	5.3 I expect that the lecturer encourages more English communicative participation and discussion in class.	4.24	0.99	Highest
	5.4 I expect that the lecturer will understand the role of the English language in global communication.	4.32	0.93	Highest
	5.5 I expect that the lecturer understands global awareness and cultural sensitivity.	4.33	0.97	Highest
	5.6 I expect that the lecturer understands the nature of Generation Z	4.16	1.03	High
	5.7 I expect that the lecturer can provide timely feedback for students.	4.36	1.00	Highest
	Average Mean	**4.32**	**0.97**	**High**

Table 4.2 (continued)

The Expectation's Categories	Statements	Mean (x̄)	S.D.	Description
6. The expectations regarding the use of English in the future	6.1 I expect to use English for personal lives	4.48	1.00	Highest
	6.2 I expect to use English for further study.	4.31	1.10	Highest
	6.3 I expect to use English to enhance my career opportunities.	4.60	0.96	Highest
	6.4 I expect to use English to engage with different cultures and build international connections.	4.37	1.00	Highest
	6.5 I expect to use English to access various sources of knowledge and entertainment.	4.49	0.98	Highest
Average Mean		**4.45**	**1.01**	**High**
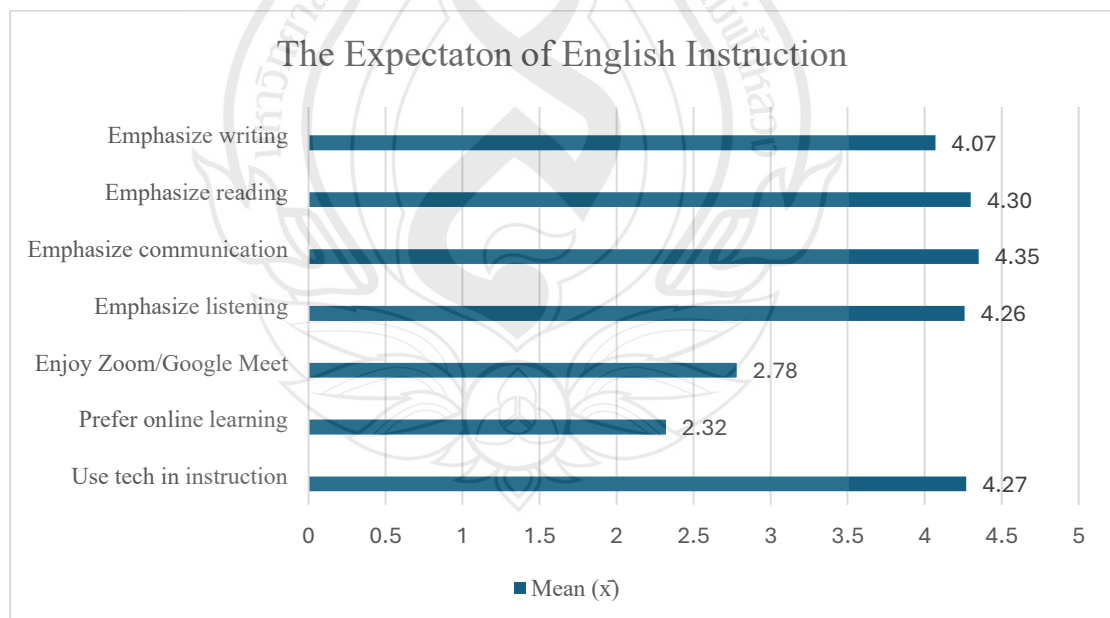
Figure 4.1 The expectations of English instruction

According to Table 4.2 and Figure 4.1 there are 6 main expectations categories: English instruction, materials and resources, testing and evaluation, assignments,

lecturers and the use of English in the future. For the expectations of English instruction, there were 4 items which met the highest level: "I expect 'Communication skills' to be more emphasized in the transformative technology leadership era" ($\bar{x}$ = 4.35 (S.D. = 1.08), "I expect 'Reading comprehension skills" to be more emphasized in the transformative technology leadership era" ($\bar{x}$ = 4.30, S.D. = 0.96), "I believe that technology should be involved in English instruction" ($\bar{x}$ = 4.27, S.D. = 1.04), "I expect 'Listening skills' to be more emphasized in the transformative technology leadership era" ($\bar{x}$ = 4.26, S.D. = 1.05). Meanwhile, there was only one item which met the high level: "I expect 'academic writing skills' to be more emphasized in the transformative technology leadership era" ($\bar{x}$ = 4.07, S.D. = 1.02) and the other one that met the moderate level: "I enjoy using online learning platforms such as Zoom and Google Meets ($\bar{x}$ = 2.78, S.D. = 1.07). In contrast, there was one in the low level which was "I prefer online learning more than traditional in-class learning," ($\bar{x}$ = 2.32, S.D. = 1.04). The total mean score for this category was 3.60 (S.D. = 1.06) showing that students strongly favor communication and comprehension-based skills, but there is less preference for online learning over traditional methods.

The findings show that while students value core skills like communication, reading, and listening in tech-driven contexts, they are less enthusiastic about online learning. This suggests that even digital natives still prefer traditional classroom settings, pointing to the importance of balancing technology with face-to-face interaction. This contrast highlights a potential mismatch between technological integration and learner comfort, signaling a need for more student-centered, blended approaches that balance innovation with familiarity.
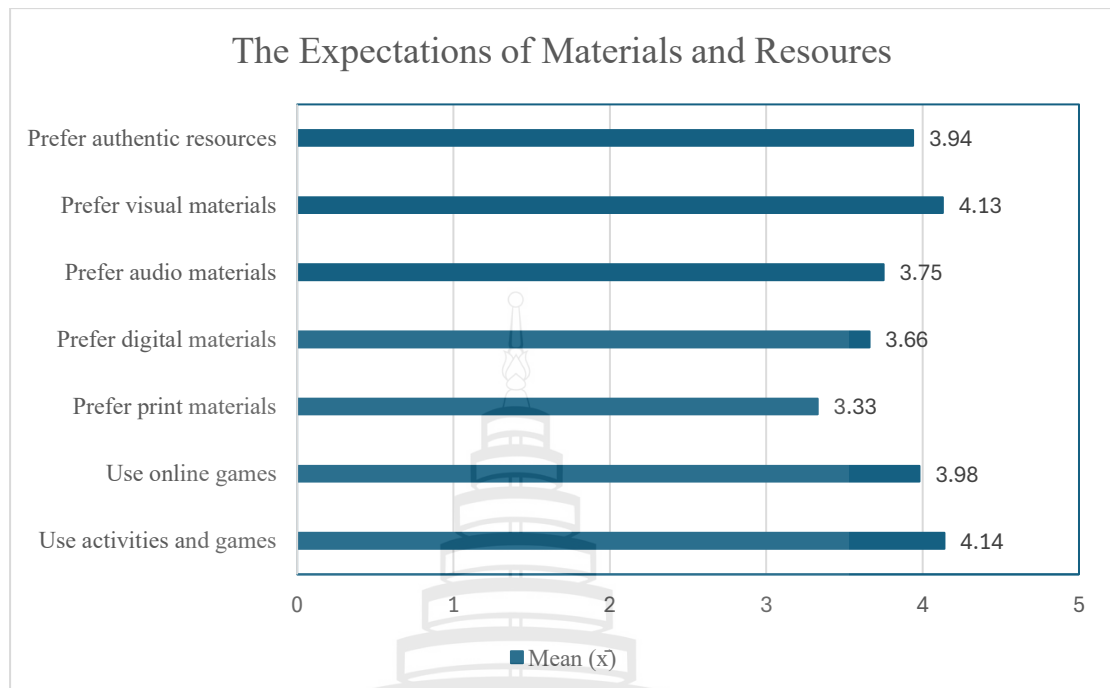
Figure 4.2 The expectations of material and resources

For the expectations of materials and resources, 6 of the items were in the high-rated expectations which were: "I expect that activities and games are integrated into English instruction" ($\bar{x}$ = 4.14, S.D. = 1.08), "I prefer learning with visual material such as pictures and infographics" ($\bar{x}$ = 4.13, S.D.=1.06), "I expect that online games are integrated with English instruction" ($\bar{x}$ = 3.98, S.D. = 1.11), "I prefer learning with authentic language resources such as TV programs, news reports, documentaries, web videos, or advertisements" ($\bar{x}$ = 3.94, S.D. = 1.12), "I prefer learning with audio material such as podcasts and radio programs" ($\bar{x}$ = 3.75, S.D. = 1.11), and "I prefer learning with digital material such as programs, software, applications, websites, or MOOCs" ($\bar{x}$ = 3.66, S.D. = 1.00) respectively. The moderate-rated expectation appeared only one which was: "I prefer learning with print material such as textbooks, handouts, manuals, or pamphlets" ($\bar{x}$ = 3.33, S.D. = 1.18). The overall mean score for this category was 3.77 (S.D. = 1.09), showing that students have a strong preference for interactive and multimedia resources, such as games, visual materials, and online content, while print materials like textbooks are rated more moderately, indicating a shift towards digital and engaging learning methods.

These results highlight a clear shift in learning preferences. Students favor interactive and digital resources like games, visuals, and authentic media, while traditional print materials are less preferred. This suggests a strong desire for more engaging, tech-based content that aligns with their everyday digital experiences.

The Expectations of Testing and Evaluation

Item	Mean
Prefer examinations	3.34
Prefer course project assessments	3.51
Prefer class performance evaluation	3.48
Prefer writing tests	3.37
Prefer oral tests	3.16
Prefer group assessments	2.90
Prefer individual assessments	3.90
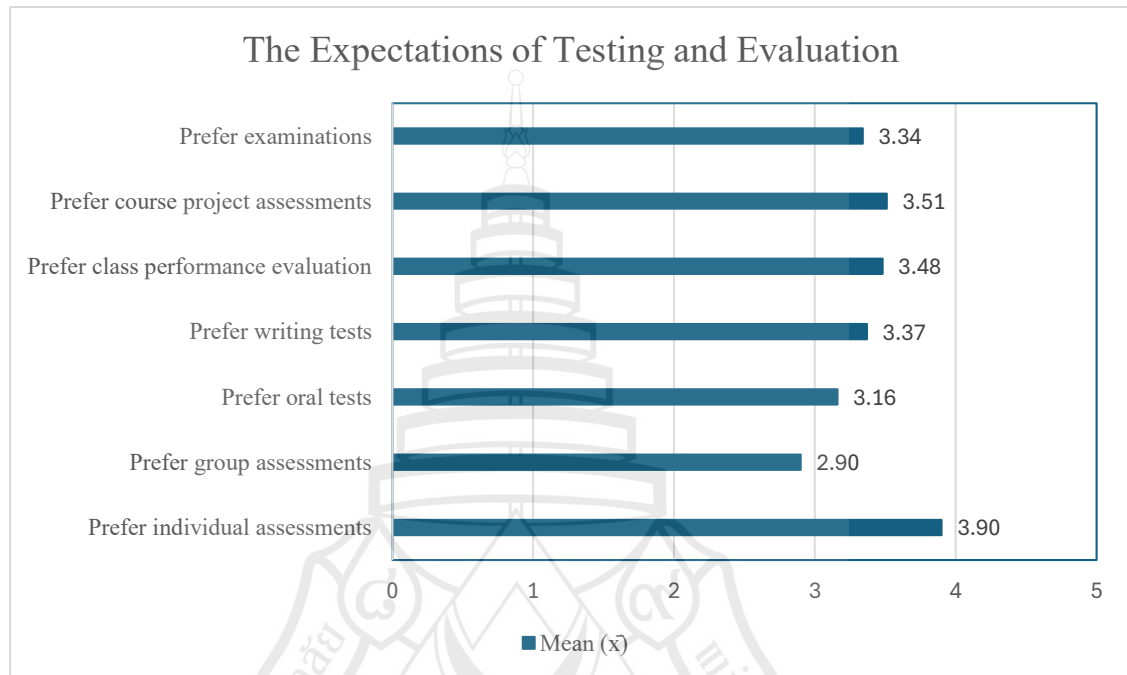
Figure 4.3 The expectations of testing and evaluation

For the expectations of testing and evaluation, there were 3 items which reached the high level "I prefer individual assessments over group assessments" ($\bar{x}$ = 3.90, S.D. = 1.05), "I believe that course projects such as research and assignments should be the major assessments" ($\bar{x}$ = 3.51, S.D. = 0.96), and "I believe that class performance and participation evaluation should be the major assessments" ($\bar{x}$ = 3.48, S.D. = 1.08). Meanwhile, There were also 3 items which were at the moderate level: "I prefer writing tests over oral tests" ($\bar{x}$ = 3.37, S.D. = 1.08), "I believe that examinations should be the major assessments" ($\bar{x}$ = 3.34, S.D. = 1.08), and "I prefer oral tests over writing tests" ($\bar{x}$ = 3.16, S.D. = 1.13). Lastly, "I prefer group assessments over individual assessments." is in the lowest level in this category ($\bar{x}$ = 2.90, S.D. = 1.05).

The overall mean score was 3.36 (S.D. = 1.08), indicating that the students generally prefered assessments that reflect individual performance and active

participation, such as course projects and class involvement. However, there is still a moderate level of support for traditional methods like written tests and examinations.

This pattern suggests that students value more practical and participatory forms of assessment but have not completely moved away from traditional testing. Their preference for individual work and course-based evaluations reflects a desire for assessments that showcase personal effort and engagement.
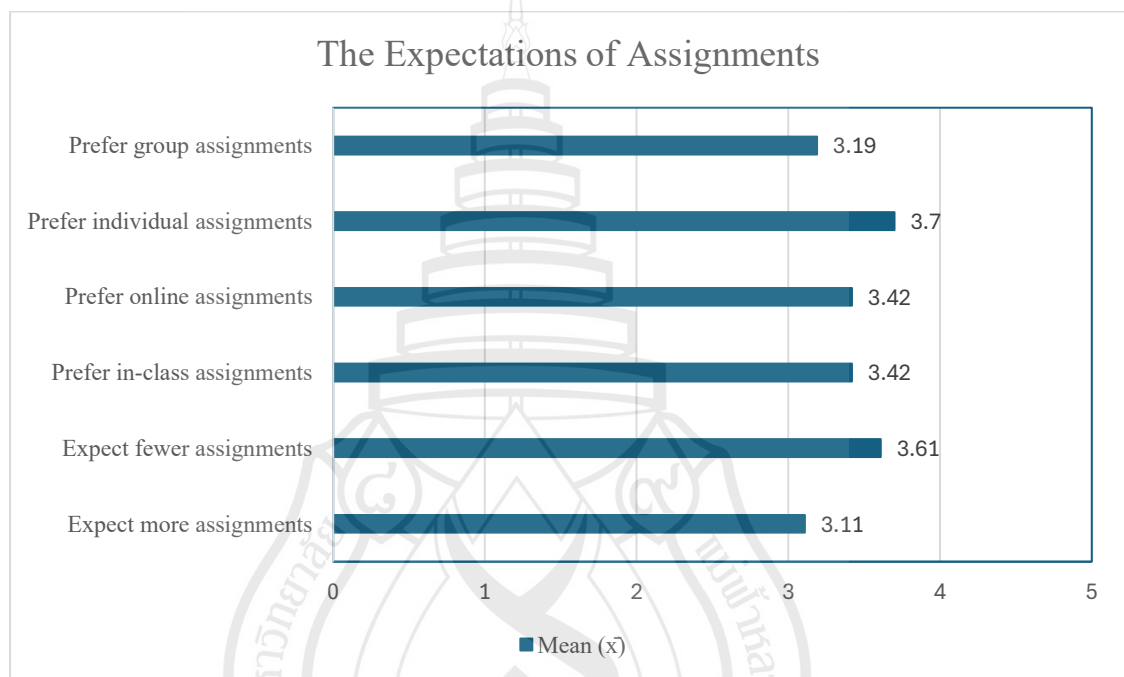
Figure 4.4 The expectation of assignments

In addition, in the area of assignments, there were high-rated and moderate levels. 4 of the items were in the high-rated level: "I prefer individual assignments" ($\bar{x}$ = 3.70, S.D. = 1.04), "I expect fewer course assignments" ($\bar{x}$ = 3.61, S.D. = 0.99), "I prefer in-class assignments" ($\bar{x}$ = 3.42, S.D. = 0.98), and "I prefer online assignments" ($\bar{x}$ = 3.42, S.D. = 1.08). The moderate-rated expectations included these 2 items: "I expect more course assignments" ($\bar{x}$ = 3.11, S.D. = 1.10) and "I prefer group assignments" ($\bar{x}$ = 3.19, S.D. = 1.13). The overall mean was 3.45 (S.D. = 1.04). This suggests that students tend to favor assignments that are more manageable and individualized, with a preference for both in-class and online formats, while group assignments and an increased number of assignments are less favored.

The low support for group work and increased workloads suggests that students may feel more in control and less pressured when working alone. This highlights a desire for autonomy and efficiency in learning tasks, possibly reflecting their need to balance academic work with other responsibilities or a preference for self-paced learning.
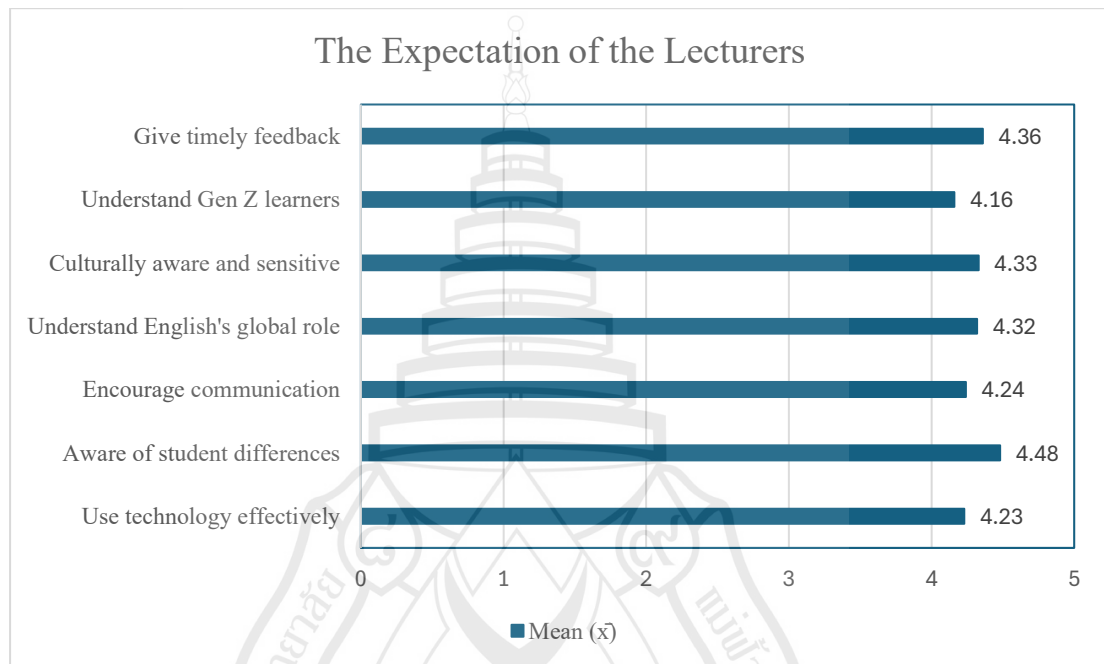
Figure 4.5 The expectation of lecturers

When it comes to lecturers expectations, it has been met in both high and highest levels. The highest-rated expectations were: "I expect that the lecturer is aware of background knowledge differences among students" ($\bar{x}$ = 4.48, S.D. = 0.97), "I expect that the lecturer can provide timely feedback for students" ($\bar{x}$ = 4.36, S.D. = 1.00), "I expect that the lecturer understands global awareness and cultural sensitivity" ($\bar{x}$ = 4.33, S.D. = 0.97), and "I expect that the lecturer will understand the role of the English language in global communication" ($\bar{x}$ = 4.32, S.D. = 0.93) respectively. The last 3 items were still ranked in the high-rated level: "I expect that the lecturer should have the ability to effectively employ technology tools and materials for instruction in the classroom" ($\bar{x}$ = 4.23, S.D. = 1.00), "I expect that the lecturer encourages more English communicative participation and discussion in class" ($\bar{x}$ = 4.24, S.D. = 0.99), and "I expect that the lecturer understands the nature of Generation Z" ($\bar{x}$ = 4.16, S.D. = 1.03). The overall mean score was 4.32 (S.D. =

0.97). This highlights that students place the highest value on lecturers who are mindful of background knowledge differences among students, alongside those who provide timely feedback and effectively integrate technology into their teaching. Furthermore, the emphasis on Generation Z underscores students' expectation for lecturers to understand and adapt to the unique learning needs of contemporary students.

These findings reveal that students have high expectations for lecturers not just in terms of teaching ability, but also in empathy, inclusivity, and adaptability. A notable insight is the top-rated emphasis on lecturers being aware of students' varied backgrounds. This suggests a strong desire for personalized and equitable instruction. It's also striking how much value is placed on global awareness, cultural sensitivity, and understanding Generation Z, indicating that students want lecturers who are not only technologically proficient but also attuned to the social and generational dynamics that shape today's learning environment.
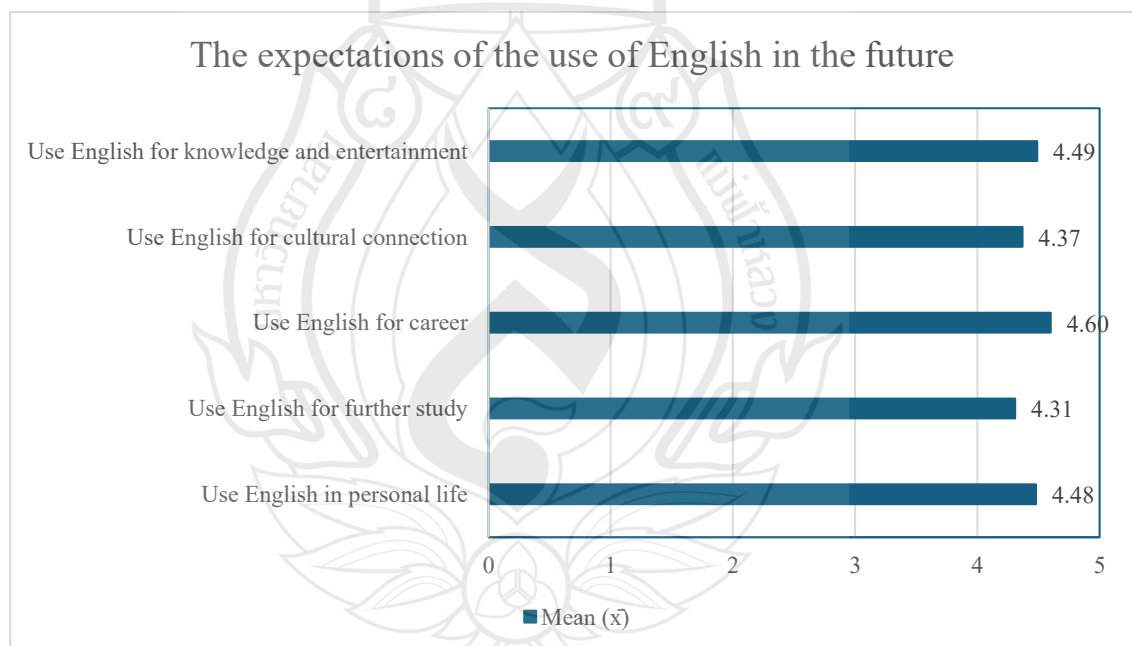
Figure 4.6 The expectation of the use of English in the future lecturers

Lastly, the expectations regarding the use of English in the future, all expectations were rated at the highest level. "I expect to use English to enhance my career opportunities" ($\bar{x}$ = 4.60, S.D. = 0.96) was the most highly rated, followed by "I expect to use English to access various sources of knowledge and entertainment" ($\bar{x}$ = 4.49, S.D. = 0.98), "I expect

to use English for personal lives" ($\bar{x} = 4.48$, S.D. = 1.00), "I expect to use English to engage with different cultures and build international connections" ($\bar{x} = 4.37$, S.D. = 1.00), and "I expect to use English for further study" ($\bar{x} = 4.31$, S.D. = 1.10). The overall mean was 4.45 (S.D. = 1.01) emphasizing that students highly value English for its role in enhancing career opportunities, accessing knowledge, and fostering global connections. These findings highlight the importance of English as a versatile tool for both personal and professional development in an increasingly interconnected world.

These results clearly show that students see English as a vital skill for their future success. The highest expectation for career enhancement highlights English's practical value, while strong ratings for cultural engagement and access to knowledge emphasize its broader role in personal growth and global connectivity. This underscores English as an essential bridge for both professional advancement and meaningful cross-cultural experiences in today's globalized society.

Overall, the category with the highest average mean score was "The use of English in the future" ($\bar{x} = 4.45$, S.D. = 1.01), emphasizing the strong expectation that English will play a crucial role in students' careers, education, and personal lives. This was followed by "lecturers" ($\bar{x} = 4.32$, S.D. = 0.97), highlighting the importance of educators in fostering effective English language learning. "materials and resources" ($\bar{x} = 3.77$, S.D. = 1.09) and "assignments" ($\bar{x} = 3.45$, S.D. = 1.04) ranked next, showing a preference for interactive learning methods and structured coursework. "English instruction" ($\bar{x} = 3.60$, S.D. = 1.06) was also significant, particularly in emphasizing communication and comprehension skills. The lowest-rated category was "testing and evaluation" ($\bar{x} = 3.36$, S.D. = 1.08), indicating a moderate preference for individual and performance-based assessments but less emphasis on traditional exams. These findings suggest that while students recognize the importance of structured assessments and resources, their primary focus remains on how English will support their future endeavors.

The data reveals several intriguing contradictions and nuanced preferences among students. They strongly value English for future career and personal development and expect lecturers to effectively integrate technology, as reflected in their clear preference for digital materials and online assignments. However, despite this tech-savviness, students remain cautious about fully replacing traditional classrooms with online learning, emphasizing the importance of face-to-face interaction. They also prefer individual

assignments and assessments over group work, highlighting a desire for autonomy that contrasts with the commonly stressed need for collaboration. While embracing practical, performance-based assessments, students still moderately accept traditional exams, showing a balance between innovation and familiarity. Additionally, although digital resources are favored, print materials retain some significance. These findings suggest that students seek a blended, flexible learning environment that combines technological innovation with personal engagement and varied assessment methods to meet their evolving needs effectively.

4.2 The Level of the English Language Learning Expectations of Generation Z EFL Students

This section explores the extent to which undergraduate Generation Z EFL students hold expectations regarding their English language learning. These expectations are organized into six core domains: English instruction, materials and resources, testing and evaluation, assignments, lecturers, and the use of English in the future. Quantitative data were obtained through a structured questionnaire, with responses analyzed and reported using mean (M) and standard deviation (SD) to indicate both the average level and the spread of expectations within each category. The summarized levels of expectation for each domain are presented in the table below.

Table 4.3 The level of English language learning expectation of generation Z EFL students

No.	The level of the English language learning expectations of Generation Z EFL students	Mean ($\bar{x}$)	S.D.	Description
1	The expectations of English instruction	3.22	1.73	Moderate
2	The expectations of materials and resources	3.14	1.69	Moderate
3	The expectations of testing and evaluation	3.06	1.44	Moderate
4	The expectations regarding assignments	3.15	1.02	Moderate
5	The expectations of the lecturers	3.15	1.36	Moderate
6	The expectation of the use of English in the future	3.33	2.14	Moderate
	Average Mean	**3.18**	**1.90**	**Moderate**

Table 4.3 illustrates insight into the level of the English language learning expectations of Generation Z EFL students. Participants evaluated six key aspects of English language learning, with an overall mean score of 3.18 (S.D. = 1.90), reflecting a moderate level of expectation across all categories.

Among these, "The expectation regarding the use of English in the future" met the moderate level ($\bar{x}$ = 3.33, S.D. = 2.14), following by "The expectations of English instruction" ($\bar{x}$ = 3.22, S.D. = 1.73), "The expectations regarding assignments" ($\bar{x}$ = 3.15, S.D. = 1.02), "The expectations regarding the lecturers" ($\bar{x}$ = 3.15, S.D. = 1.36), "The expectations of materials and resources" ($\bar{x}$ = 3.14, S.D. = 1.69), and "The expectations of testing and evaluation" ($\bar{x}$ = 3.06, S.D. = 1.44), respectively.

4.3 Findings of the Interview

Not apart from that, a data obtained from the semi-structured interview asking the students' opinions about their expectations: English instruction, materials and resources, testing and evaluation, assignments, lecturers and the use of English in the future was conducted in order to reaffirm their opinions towards their expectations. It was analysed and categorized into the following factors:

4.3.1 Expectations of the English instruction

4.3.1.1 Speaking skills focus

Interviewees expressed a strong desire for more emphasis on speaking skills, which they feel are essential for real-life communication but have been overlooked in the current curriculum, particularly during the pandemic. They expressed that:

"*I feel like speaking skill is the most important skill somehow because it is needed the most in real-time communication to understand the other culture.*"

(Student J, male interviewee, September 2024)

"*I expect the curriculum to be more practical, not only for exams but for real life too, such as speaking skills. They let us speak but they never taught us to speak properly.*"

(Student B, male interviewee, September 2024)

"The pandemic period has limited my speaking skills. I think speaking is practical and essential for real-life situations, yet it hasn't been effectively taught."

(Student D, male interviewee, September 2024)

Interviewee also emphasized the importance of enhancing speaking skills through technology and interactive platforms as follows

"I want technology to play a bigger role, especially in developing speaking. For example, applications like Duolingo can increase speaking opportunities so it helps us practice."

(Student D, male interviewee in September 2024)

"I expect technology to help me accurately use English in daily situations. Also, it offers more access to learning platforms such as YouTube or websites that help you communicate with foreigners online. I think the application that helps me the most right now to communicate with foreigners is Hello Talk. apps"

(Student J, female interviewee, September 2024)

The interviewees highlighted a strong desire for greater focus on speaking skills in the curriculum, as they believe these are essential for real-life communication. They feel that speaking skills have been neglected, especially during the pandemic. Many expressed frustration with the lack of proper teaching methods for speaking, despite opportunities to practice. Additionally, they emphasized the importance of incorporating technology, such as language-learning apps like Duolingo, to enhance speaking practice and offer more interactive learning opportunities.

4.3.1.2 Practical Curriculum

Interviewees called for a curriculum that focuses more on practical application and real-life communication, rather than just exam preparation. They expect the curriculum to include more speaking skills and less emphasis on reading, writing, and grammar. As stated by the participants in the interviews, they stated that:

"I feel that there is too much emphasis on writing and critical thinking. I would like to see more focus on speaking skills. Although speaking classes were part of

the curriculum during the first years through online classes, I don't think we have improved in that area as much as we should have"

(Student H, female interviewee, September 2024)

"*I want them to stop focusing on Grammar and shift the focus to practical communication skills. I also expect them to reduce the lecture and add on activities such as Kahoot and Quizlet to gain more enthusiasm from students*"

(Student I, female interviewee, September 2024)

Interviewees also highlighted the need for instruction that aligns with real-world applications and professional needs and how technology can support them with that. The interview responses revealed that:

"*I like that technology has more roles nowadays because it increases accessibility to English learning than in the past. Back then we used books with limited content which may not be practically used. I feel like English is practical when it is used in communication and in the job which can be supported by technology rather than books.*"

(Student F, female interviewee, September 2024)

"*I appreciate technology because it expands our learning space to be borderless and very convenient. We can participate in conversations with foreigners online through apps and online platforms.*"

(Student K, female interviewee in September 2024)

Some interviewees expressed concern about the current education system, noting that it prioritizes test-taking over real-world application. They believe the curriculum should include more communication skills and practical learning experiences. For example:

"*I expected instruction the most because I feel like the curriculum right now is too weak. I feel like nowadays we study just for the exam but not for practical use in real life. For example, there is the assignment to analyze some articles. I do it by myself, but my friend uses ChatGPT. And of course, ChatGPT got better results with*

less time. So, I just feel like why don't we learn how to use the full efficiency of AI in order to make the most of our learning instead? Sometimes I learn a lot by AI than from the actual lecturer."

(Student B, male interviewee, September 2024)

Interviewees highlighted the need for a curriculum that prioritizes practical application and real-life communication over exam preparation, emphasizing the importance of speaking skills while reducing the focus on grammar, reading, and writing. They called for more interactive activities, such as Kahoot and Quizlet, to enhance engagement and enthusiasm. Many stressed the value of incorporating technology into learning, noting its role in improving accessibility, supporting communication, and aligning with real-world applications and professional needs. Concerns were raised about the current education system's focus on test-taking rather than practical skills, with some suggesting the integration of tools like AI to maximize learning efficiency and better prepare students for real-life challenges.

4.3.1.3 Onsite Learning and Technology Integration

Interviewees showed a clear preference for onsite learning over online classes, valuing the direct interaction with lecturers and the ability to receive immediate feedback without technical issues. They also suggested using more interactive technology, such as games and digital tools, to enhance student engagement and participation. As expressed in the interviews:

"*I like learning in class more than online because I like interacting with lecturers. For example, if I have questions I can just ask them in real life without technical issues such as internet signals. I think the lecturer should use technology in class to attract the attention and participation of the students. From my experience, I feel like I am active and enthusiastic and gain more understanding when there's a game during the course.*"

(Student E, female interviewee, September 2024)

On the other hand, Interviewees stressed the importance of balancing onsite learning with technology-based methods for better comprehension and engagement.

"*I believe that the most impactful learning happens when learners and instructors meet face-to-face. Therefore, I think there should be awareness education when using tech like Chat GPT.*"

(Student C, male interviewee, September 2024)

The interviewees expressed a clear preference for onsite learning, valuing direct interaction with lecturers and the ability to ask questions without technical issues. They suggested integrating more interactive technology, such as games and digital tools, to boost student engagement and participation. Some also emphasized the importance of balancing onsite learning with technology, believing that face-to-face interaction is key to impactful learning. Nevertheless, they also noted the need for awareness when using tech tools like ChatGPT to ensure effective and ethical use.

4.3.1.4　Relevance in Courses

There is a strong call for courses that are more relevant to students' real-life needs, with less emphasis on unnecessary subjects. As in following:

"*Courses such as digital media literacy are unnecessary for people who are not interested in instructing.*"

(Student C, male interviewee, September 2024)

The interviewees emphasized the need for courses that are more relevant to students' real-life needs, with a call to reduce the focus on subjects they consider unnecessary. For example, one interviewee pointed out that courses like digital media literacy may not be useful for students who are not pursuing a career in instruction, suggesting a need for more tailored course content.

4.3.2　Expectations of the Materials and Resources

4.3.2.1　Diverse and Engaging Materials

Interviewees expressed a strong request for a variety of engaging and diverse learning materials, beyond traditional lecture slides. They suggested incorporating books, music, manga, and multimedia resources like YouTube videos, news articles, and infographics to make learning more interactive and interesting. The interview responses revealed that:

"*I expect more diversity and vibrantness of the material. Nowadays, I feel like the materials are mostly solely from lectures. Some people learn better from songs and games or interacting with other people.*"

(Student B, male interviewee, September 2024)

"*I expect authentic material like YouTube and actual news. Also, the infographic as a visual learning can gain more understanding and attract attention as well. I am also learning from YouTube and MOOCs.*"

(Student E, female interviewee, September 2024)

"*It would be helpful to incorporate learning materials from books, music, and manga to enhance our understanding because I also learn from that outside the classroom.*"

(Student F, male interviewee, September 2024)

Interviewees also expressed the importance of accessing diverse tools, platforms, and multimedia resources to support learning by technology. As highlighted by the interview:

"*We live in a time where technology allows us to learn anytime and anywhere. I expect that technology will provide me with access to various resources, such as online videos and exercises, to help develop my four English skills.*"

(Student K, female interviewee, September 2024)

The interviewees strongly voiced for a greater variety of engaging and diverse learning materials, moving beyond traditional lecture slides. They suggested incorporating books, music, manga, YouTube videos, news articles, and infographics to make learning more interactive and appealing. They also highlighted the value of authentic materials, like real-world news and multimedia content, to enhance understanding. Additionally, they emphasized the importance of utilizing technology to provide access to various resources, such as online videos and exercises, allowing for flexible learning and development of English skills anytime and anywhere.

4.3.2.2 Up-to-Date Materials

Interviewees highlighted the need for modern resources, emphasizing that outdated materials, such as videos from 2010, are not as helpful in their learning. They expect resources that are current and aligned with their learning needs.

"*I feel like I could use some more explanation about the materials that have been brought up in the class such as the lecturer just showed us the video without the explanation in the class. And some of the videos that they used as materials are quite outdated, which is during 2010.*"

(Student I, female interviewee, September 2024)

The interviewees revealed a clear preference for up-to-date learning materials, criticizing the use of outdated resources like videos from 2010. They emphasized the importance of current and relevant materials that align with their learning needs. One interviewee specifically mentioned the lack of explanation accompanying class materials, such as videos, and suggested that more context and modern resources would enhance the learning experience.

4.3.2.3 Access and Flexibility

Interviewees expected greater convenience and flexibility in accessing learning materials, especially through online platforms. They suggested having advanced access to course materials, including lecture slides, to better prepare for classes and engage with the content.

"*I would like to receive the lecture slides beforehand so I could better prepare and pay attention in class.*"

(Student G, female interviewee, September 2024)

The flexibility for self-directed learning and the convenience of resources were perceived as key benefits of technological tools by the interviewee. They expressed that:

"*I expect technology in the form of programs or apps that allow for self-learning.*"

(Student F, male interviewee, September 2024)

"I expect that technology will help the students to meet their learning needs. Allowing us to choose our learning style. And technology will allow us to access variants of platforms and be able to learn without location constraints, increasing convenience to learn."

(Student E, female interviewee, September 2024)

"I expect technology to assist us to minimize the time of finding the knowledge. I would like to know the answer as soon as I ask them online."

(Student H, female interviewee, September 2024)

The interviewees expressed an expectation for greater convenience and flexibility in accessing learning materials, particularly through online platforms. They suggested receiving lecture slides in advance to better prepare and engage with the content during class. They also highlighted the value of technology in enabling self-directed learning, offering various learning styles and platforms, and allowing access to materials without location constraints. Additionally, they hoped for technology to streamline the learning process, minimizing the time spent searching for information and providing quick, accessible answers online.

4.3.3 Expectations of Testing and Evaluation

4.3.3.1 Preference for Written Exams

Many interviewees expressed a preference for written exams, as they feel more confident in their ability to apply critical thinking skills and organize their thoughts in writing. As noted in the interview responses:

"I prefer written exams over oral ones because I'm not confident in my speaking skills. I like written exams, I would rather talk with paper than people."

(Student B, male interviewee, September 2024)

"Even though I said that they focus more on reading and writing, those skills are actually my strong skills. That's why I prefer the written exam over the oral one."

(Student F, female interviewee, September 2024)

"I like the critical thinking written exam rather than that you need to memorize all the answers. I think that I can do better when it comes to organizing my words."

(Student A, female interviewee, September 2024)

Numerous interviewees expressed a clear expectation for written exams, as they feel more confident in applying critical thinking and organizing their thoughts in writing. Some mentioned feeling less confident in their speaking skills, while others emphasized their strength in reading and writing. They appreciated written exams for allowing them to organize their ideas and demonstrate their understanding, especially in tasks that require critical thinking rather than rote memorization.

4.3.3.2 Preference for Oral Evaluation

Some interviewees preferred oral evaluations, especially for assessing practical language use and communication skills, rather than relying solely on memorization. According to the interviewees:

"*I expected an oral test because I have bad handwriting. I also prefer tests that assess our practical use of English rather than just requiring us to memorize answers.*"

(Student I, female interviewee, September 2024)

"*I think the evaluation is fair. I want the exam to focus more on real-life communication skills.*"

(Student K, female interviewee, September 2024)

Several expressed an expectation for oral evaluations, particularly for assessing practical language use and communication skills. They valued oral tests for their ability to evaluate real-life communication abilities, rather than just memorization. One interviewee mentioned preferring oral assessments due to issues with handwriting, while others emphasized the importance of exams that focus on practical English usage rather than repetition learning.

4.3.3.3 Clarity of Evaluation Criteria

Interviewees called for clearer and more transparent evaluation criteria, particularly for subjective subjects like narrative and literature. They expressed concerns about misinterpretation of their answers due to unclear scoring guidelines. One of them expressed:

"The evaluation is fine but I feel doubted about the score criteria of the courses that have highly focus on narrative and literature because sometimes the answers to a question are not fixed like mathematics but rather lean on the logical answers. And somehow maybe it is because our writing is not clear enough which leads to misinterpretation of the ideas that we would like to convey. So the question is how to give appropriate score criteria to those questions."

(Student B, male interviewee, September 2024)

The interviewees brought attention to the need for clearer and more transparent evaluation criteria, particularly in subjective subjects like narrative and literature. They shared concerns that vague or inconsistent scoring guidelines could lead to misinterpretation of their answers. One interviewee noted that, unlike subjects like mathematics, narrative-based subjects often involve logical responses that can be unclear due to writing style, which may affect how their ideas are understood and scored. They called for better-defined criteria to ensure fairer and more accurate evaluations.

4.3.3.4 Preference for Individual Evaluations

There was a preference for individual evaluations over group assessments, as it allows students to better understand their personal strengths and weaknesses. Interviewees also expressed the need for evaluations that explain mistakes to foster learning and improvement. As expressed in the interviews:

"I would prefer individual evaluations to group assessments because I can better understand my own strengths and weaknesses."

(Student G, female interviewee, September 2024)

"I would like evaluations that explain my mistakes so I can improve in future tests."

(Student J, female interviewee, September 2024)

Some interviewees also stated the low expectations for traditional testing and evaluation. They believed that exams did not accurately reflect their knowledge and abilities, especially considering the availability of technological tools in real-life

scenarios. They felt that projects or assignments served as better methods of assessment. Examples of their thoughts included:

"*Testing and evaluation, because I feel like a test is a test and I do not expect much from it. I feel it's not practical to spend three hours analyzing something without technological assistance, as technology is readily available in real life to aid in such tasks. For example, if my job is as a translator, I would have lots of assistance, whether it's from humans or technology. I rather feel they should evaluate us from the projects because in the future when I work, I will receive the projects, not the examination in paper.*"

<div align="right">(Student B, male interviewee, September 2024)</div>

Interviewees showed a clear expectation for individual evaluations over group assessments, as they allow for better self-awareness of personal strengths and weaknesses. They focusing on the importance of evaluations that explain mistakes to facilitate improvement. Many participants expressed dissatisfaction with traditional testing, feeling that exams fail to accurately reflect real-world skills and knowledge, particularly given the availability of technological tools. They suggested that projects or practical assignments serve as more effective methods of assessment, aligning with future job requirements and real-life scenarios.

4.3.4 Expectations of Assignments

4.3.4.1 Preference for Individual Projects

Interviewees generally expressed a strong preference for individual assignments over group projects, citing reasons such as ease of management, self-evaluation, and less stress. Individual projects allow for personal reflection and enable students to assess their own learning. As in the following:

"*I expect less group work. There are too many group projects, and I dislike them because working with some other people can be challenging. I would prefer more individual assignments because it allows me to evaluate myself. I expect it to assist us to reflect on whether we actually learn or not.*"

<div align="right">(Student C, male interviewee, September 2024)</div>

"*I prefer individual projects because group projects involve a lot of details and require coordinating schedules with others.*"

(Student B, male interviewee, September 2024)

"*I like individual assignments because it is easier to talk with yourself rather than with others.*"

(Student G, female interviewee, September 2024).

"*I expected to be assigned the individual projects as some of the members of the group project might neglect their responsible tasks and this might affect the group as a whole.*"

(Student I, female interviewee, September 2024)

"*I look forward to observing and sharing perspectives among group members during the group project. But I felt more comfortable doing individual projects without being pressured by the other's opinion.*"

(Student K, female interviewee, September 2024)

The interviewees referred to a solid expectation for individual projects over group assignments, citing benefits such as easier management, personal reflection, and less stress. They valued the ability to self-evaluate and assess their own learning without the challenges of coordinating schedules or dealing with uncooperative group members. While some acknowledged the potential for sharing perspectives in group projects, most felt more comfortable working individually to avoid pressure from others and ensure responsibility for their own tasks.

4.3.4.2 Challenges with Group Projects

Some interviewees mentioned that they appreciate the cooperative aspects of group projects, such as exchanging ideas and helping one another, especially when team members have different strengths. However, they also cited difficulties arising from unequal contributions and poor coordination within the group. As conveyed by the interviewees:

"*I like group projects because I like to see the skills of each member of the group and can be supporting each other. Like my friend is better at writing than me so he will be able to help recheck my writing works*."

(Student B, male interviewee, September 2024)

"*I like both group and individual works. But sometimes, the proportion of the score allocated to group projects seems excessive. It would be more reasonable to shift some of that weight toward individual projects. This is because not every group member contributes equally to a group project, and the current system doesn't always reflect the varying levels of effort put in by each individual*."

(Student A, female interviewee, September 2024)

Some interviewees acknowledged the benefits of group projects, such as exchanging ideas and supporting one another, especially when team members have different strengths. For example, one interviewee appreciated the opportunity to collaborate with a friend who was better at writing, allowing them to improve their work. However, they also pointed out challenges such as unequal contributions and poor coordination within the group. One interviewee suggested that the scoring system for group projects might be too heavily weighted, proposing that more emphasis be placed on individual projects to better reflect each member's contribution and effort.

4.3.4.3 Concerns about Assignment Volume and Clarity

There was a common concern regarding an excessive number of assignments, leading to stress and dissatisfaction. Interviewees suggested a more manageable workload and clearer instructions for tasks. As shared by the participants in the interviews:

"*I would like to have fewer assignments*."

(Student B, male interviewee, September 2024)

"*I prefer a moderate amount of assignments with more explanation and clearer instructions*."

(Student E, female interviewee, September 2024)

"I feel like I don't like intense assignments. I feel like it's all serious. Sometimes the instructions to do the assignments are unclear which causes the misinterpretation in each task."

(Student F, female interviewee, September 2024)

"It feels like right now the assignments are loaded. For example, sometimes the reflection of writing assignments after the workshops is too much for me."

(Student G, female interviewee, September 2024)

"I feel that the learning goals of the assignment do not align well with our expectations. I would prefer focusing on practical, hands-on assignments, such as hypothetical situations, rather than paper-based exams."

(Student E, female interviewee, September 2024)

Interviewees conveyed the dissatisfaction with the excessive volume of assignments, which they felt caused undue stress and hindered their learning experience. They suggested reducing the workload and providing clearer, more detailed instructions to avoid misinterpretation. Several participants noted that current assignments are overly intense and misaligned with their learning goals, preferring practical, hands-on tasks over paper-based exams. For example, reflections and written tasks following workshops were often cited as overwhelming and lacking clarity in their purpose.

4.3.5 Expectations of the Lecturer

4.3.5.1 Shorter Class Hours and Engaging Teaching Methods

Interviewees expressed a preference for shorter class periods, citing difficulty in maintaining focus during long sessions, particularly those lasting three hours. They also expect more engaging and interactive teaching methods, such as games and activities, to make lectures more interesting and to help break up lengthy lessons. They expressed that:

"I expect a less long and intense class. I'd like to point out that a 3-hour class can be too long. 2 hours seems to be a more suitable duration, as not everyone can maintain focus for such an extended period."

(Student C, male interviewee, September 2024)

"I would like the lecturer to provide more detailed explanations, as the current explanations are too brief and insufficient. I expect the teacher to explain more in detail so that it's really understandable. I hope that there will be games and activities to keep things from getting boring from a long period of class."

(Student I, male interviewee, September 2024)

The interviewee emphasized the importance of engaging teaching methods and efficient use of class time.

"Lecturers, even though self-directed learning is possible nowadays, lecturers should still provide effective guidance and direction. Generation Z may have shorter attention spans and lack critical thinking due to technology, so teachers should play a more active role in addressing these issues."

(Student F, female interviewee, September 2024)

"I believe that Generation Z has shorter attention spans, so educators should adapt technology to reduce learning time while maintaining educational effectiveness."

(Student C, male interviewee, September 2024)

The interviewees shared the expectation for shorter class periods, particularly noting that long sessions, such as three-hour classes, can make it difficult to maintain focus. They suggested that two-hour classes would be more suitable. They also emphasized the need for more engaging and interactive teaching methods, such as games and activities, to break up lengthy lessons and maintain student interest. Additionally, they highlighted the importance of detailed explanations from lecturers to ensure understanding and suggested that technology could help optimize class time, especially given the shorter attention spans of Generation Z.

4.3.5.2 Adaptation to Varying Background Knowledge

There is a strong desire for lecturers to be aware of the varying background knowledge of their students and to adjust the pace of instruction accordingly. Interviewees indicated that they appreciate a more interactive teaching style rather than

one-way communication, with the use of simple language to ensure that all students can keep up. As revealed through the interviews:

"*I expect them to understand the differences in background knowledge. I would like to adjust the teaching speed according to the students' ability in each section.*"

(Student D, male interviewee, September 2024)

"*Some of the lectures only teach one-way communication but lack interaction with the students. Sometimes they use very academic words without concerning the background knowledge of some kids and they cannot catch up. I want them to evaluate each section's capabilities in order to adjust the teaching style to be more compatible with each one.*"

(Student B, male interviewee, September 2024)

The interviewees underscore the need for lecturers to recognize the diverse background knowledge of their students and adjust the pace of instruction accordingly. They preferred interactive teaching methods that foster engagement, rather than one-way communication, to ensure all students can follow the lessons. Several interviewees pointed out that the use of overly academic language in some lectures can hinder students who are less familiar with the subject matter. They suggested that lecturers assess students' abilities in each section and tailor their teaching approach to be more inclusive, ensuring that all students can understand and participate effectively.

4.3.5.3 Balancing Lectures with Activities

Students expect a balance between lectures and interactive activities, with opportunities for lecturers to pause between lessons and incorporate activities. They value a teaching style that guides students effectively without overwhelming them, and that maintains a healthy balance of pressure and relaxation. For example:

"I do not expect much from them, besides understanding the students, that's all. I want them to balance between the lecture and activity. And some of them I would like them to slow down the lecture."

(Student G, female interviewee, September 2024)

"I expect lectures to strike a balance: they should not pressure students excessively but also should not be too relaxed. The goal is to guide students effectively towards achieving their learning objectives."

(Student H, female interviewee, September 2024)

"Most of them are great with the aspect of teaching and understanding the nature of teenagers. Some of them are full of knowledge but not very good at delivering it when it comes to teaching. For me, the lecturer can be strict in their class but I also expect them to deliver the teaching effectively."

(Student A, female interviewee, September 2024)

The interviewees emphasized the requirement for a balance between lectures and interactive activities, with opportunities for lecturers to pause between lessons and incorporate engaging activities. They expressed a desire for a teaching style that provides effective guidance without overwhelming students. Some interviewees suggested that lecturers slow down the pace of lectures to ensure comprehension, while others stressed the importance of maintaining a balance between pressure and relaxation. They valued lecturers who are knowledgeable but also effective in delivering their content, combining structure with the ability to engage students and help them achieve their learning objectives.

4.3.5.4 Relatability and Effective Communication

Interviewees emphasized the importance of lecturers using materials that are relatable and suited to the learning style of today's generation. They expressed a desire for content that reflects their interests, abilities, and real-world contexts. Additionally, they highlighted the need for lecturers to be open to new perspectives, responsive to student needs, and able to communicate content clearly, especially when teaching in a foreign language or accent. According to the interviewees:

"I expect the lecturers to be understanding of the learning style of the new generation and open up for fresh perspectives from us."

(Student K, female interviewee, September 2024)

"I expect them to explain the difficult subjects into easier contents. I also expected them to understand and listen to students in this generation, also ready to answer the questions from the students."

(Student J, male interviewee, September 2024)

"I think they're good at what they do, still understand our generation and try to find the material that is relatable and suited to our capability in our generation."

(Student F, female interviewee, September 2024)

These insights underscore the importance of using teaching materials that align with students' generational interests and learning preferences. Interviewees appreciated when lecturers adapted content to be more accessible and relevant, thereby fostering a more supportive and engaging learning environment.

4.3.6 Expectations Regarding the Use of English in the Future

4.3.6.1 Career Advancement

The interviewees emphasized that proficiency in English is essential for enhancing career prospects. Many of them specifically pointed out that English would be particularly useful in fields like translation, marketing, business, and service-oriented professions that involve interacting with international clients or customers. Their goal is to improve their ability to cater to the needs of a diverse group of people and access more opportunities in various professional domains. From these insights gathered from the interviews, it found that:

"I hope that it will support a career in translation that I would like to pursue in the future."

(Student J, male interviewee, September 2024)

"I expect English as the skill to pursue various career paths, providing more opportunities to work in a variety of fields."

(Student D, male interviewee, September 2024)

"I expect English to be used in my career because I like service jobs with high exposure to foreigners. I think that English would help me understand their needs better. I would like English to help me understand mass media such as the news on English websites."

(Student E, female interviewee, September 2024)

"I am interested in Marketing and I think English would make it work."

(Student G, female interviewee, September 2024)

"I expect English to help me develop myself further in terms of doing my own business."

(Student H, female interviewee, September 2024)

"I believe that the more effectively we use English, the greater the advantages it will bring to our future careers. The use of English in the future is the most expected. It also increases our chances of going abroad."

(Student K, female interviewee, September 2024)

"Under globalization influence, I valued the use of English in the future. As a country with lots of foreign visitors, we need to adapt to respond to these changes. English, becoming the main global language, will play a crucial role. Therefore, I expect to use English to enhance opportunities for both career and study in the future. For me, I focus on my future career at the moment."

(Student F, female interviewee, September 2024)

The interviewees also acknowledged technology and the role of English in expanding global opportunities. Here is one interesting example:

"I think positively about it as English has gained more of a role nowadays as it is the basic knowledge and skill that everyone should have. Therefore,

with all of the technological assistance tools, we could achieve borderless English language learning."

<div align="right">(Student D, male interviewee, September 2024)</div>

The interviewees highlighted the importance of proficiency in English for career advancement, particularly in fields like translation, marketing, business, and service industries that involve interacting with international clients or customers. They expressed that improving their English skills would help them cater to a diverse range of people and open up more professional opportunities. Many noted that English would be crucial for understanding global media, serving foreigners, and pursuing specific careers, such as marketing or starting their own business. Additionally, they acknowledged the role of technology in expanding access to English learning, emphasizing the potential for global opportunities and borderless communication in the modern job market.

4.3.6.2 Cross-Cultural Communication

Fluency in English is expected to enhance cross-cultural communication, especially for those pursuing careers in international relations or positions that involve frequent interaction with people from different countries. Interviewees indicated that being able to communicate confidently and fluently in English would provide them with a wider range of career opportunities and help them navigate cross-cultural environments, particularly in global business and travel. With interview responses, they expressed:

"*I expected that it would take me aboard in the field of international relations. I expected to have good cross-cultural communication.*"

<div align="right">(Student A, female interviewee, September 2024)</div>

"*I expect that it will help me when I go to work and travel abroad, especially in communication skills.*"

<div align="right">(Student I, female interviewee, September 2024)</div>

"*I wish I could communicate in English fluently and confidently. And I expect them to help me with more opportunities to access a diverse career path.*"

<div align="right">(Student J, male interviewee, September 2024)</div>

The interviewee noted that English enables effective communication across cultures facilitated by technology.

"*I appreciate technology assistance because it expands our learning space to be borderless and very convenient. We can participate in conversations with foreigners online through apps and online platforms.*"

(Student K, female interviewee, September 2024)

The interviewees emphasized that fluency in English is essential for enhancing cross-cultural communication, especially for careers in international relations or roles that involve frequent interaction with people from diverse backgrounds. They expressed that mastering English would provide them with broader career opportunities and the ability to navigate global environments, such as international business and travel. Some interviewees specifically highlighted their desire to communicate confidently and fluently in English, enabling them to access diverse career paths. Additionally, they appreciated how technology facilitates cross-cultural communication, noting that online platforms and apps provide convenient ways to engage in conversations with people from around the world.

4.3.6.3 Personal and Professional Development in the Age of AI

Given the growing role of artificial intelligence in various fields, interviewees expressed that they expect using English to enhance their professional and personal lives while competing with emerging AI technologies. Many mentioned that strong speaking and listening abilities are crucial, as these skills are less likely to be replaced by AI tools. They expect to rely on English to maintain an edge in the workforce and develop skills that allow them to communicate effectively in an increasingly technology-driven world. They expressed that:

"*In the future, there will be many tools to assist with various skills, so I particularly expect a strong focus on speaking. I'm looking for skills that AI cannot easily replace.*"

(Student C, male interviewee, September 2024)

"*I expect to use English in daily life and at work. Nowadays, we have to compete with technology assistance. I expect that my English can be used instead of AI.*"

(Student M, male interviewee, September 2024)

Interviewees mentioned the challenges and opportunities presented by AI and stressed the importance of independent learning in the followings:

"*It's concerning that competing with AI like Chat GPT might be challenging in the future, and the reliance on such tools could lead to a loss of genuine knowledge.*"

(Student C, male interviewee in September 2024)

"*If we rely too much on technology, we risk neglecting our own ideas, such as my friends using AI to answer the question and they don't know what to answer on the exam paper.*"

(Student F, female interviewee in September 2024)

The interviewees expressed a strong desire to use English to enhance both their personal and professional lives, particularly in an era where artificial intelligence (AI) is becoming increasingly prevalent. They highlighted the importance of developing strong speaking and listening skills, as these abilities are less likely to be replaced by AI tools. Many interviewees acknowledged the need to compete with emerging AI technologies and anticipated that mastering English would provide them with an edge in the workforce. However, they also reflected on the challenges posed by AI, noting concerns about over-reliance on technology, such as AI tools like ChatGPT, which could potentially lead to a loss of genuine knowledge. Some interviewees worried that excessive use of AI could hinder independent thinking and lead to a lack of understanding, as exemplified by instances where students relied on AI to answer questions without truly grasping the material themselves. Thus, they emphasized the importance of balancing technological tools with the development of critical thinking and personal skills.

4.4 Summary of Key Expectation Trends among Generation Z EFL Students

The findings of this study reveal several distinct trends in the expectations of Generation Z EFL students regarding English language learning. These expectations, drawn from both quantitative and qualitative data, are categorized into 5 aspects as follows:

4.4.1 High Future Orientation

Students exhibited the strongest expectations concerning the future use of English. They perceived English as a vital asset for enhancing career prospects, pursuing further education, accessing global information, and engaging in international communication. There was also a strong awareness of the growing impact of technology and artificial intelligence on future workplaces, which led to heightened expectations for developing speaking and listening skills, Abilities that remain uniquely human despite technological advancements.

4.4.2 Emphasis on Practical and Personalized Instruction

In the area of instruction, students demonstrated a clear preference for communicative and comprehension-based approaches. Skills such as speaking, listening, and reading were rated more highly than grammar or test-focused instruction. Despite their familiarity with digital platforms, students expressed limited preference for online-only learning. Instead, they advocated for a blended model that combines technological tools with in-person interaction, particularly where technology supports meaningful, real-world language use.

4.4.3 Preference for Multimedia and Interactive Learning Resources

Participants showed a strong inclination toward diverse, modern, and engaging learning materials. Digital resources including educational games, authentic videos, infographics, podcasts, and online platforms, were favored over traditional print materials. There was an evident expectation for learning content to be current, flexible, and suited to a variety of learning styles. Technology was viewed as a facilitator of autonomous, accessible, and learner-driven engagement.

4.4.4 Moderate Support for Assessment, with Emphasis on Individual and Applied Evaluation

Although the overall expectations related to testing and evaluation were moderate, students expressed a preference for individual over group assessments, particularly those that emphasized performance, class participation, and practical projects. Written exams were still accepted by many, though less enthusiastically, while oral examinations and group tasks were met with lower levels of support. Concerns were also raised regarding unclear evaluation criteria in subjective tasks, highlighting the need for transparency and fairness in assessment practices.

4.4.5 Expectations for Manageable, Individualized, and Relevant Assignments

Students preferred assignments that were individualized, clearly explained, and practically oriented. Many voiced concerns about the current volume and intensity of coursework, which they found excessive and at times misaligned with real-world relevance. The preference for individual tasks was driven by a desire for autonomy, self-assessment, and equitable workload distribution. Clearer guidance and alignment with practical learning goals were also frequently mentioned.

4.4.6 High Expectations of Lecturer Competence, Sensitivity, and Adaptability

Lecturers were expected to demonstrate not only pedagogical competence but also awareness of student diversity and generational learning needs. Key expectations included the effective use of technology in teaching, sensitivity to different learning backgrounds, and the ability to foster interactive, engaging classroom environments. Students also emphasized the importance of timely feedback, clarity in communication, and the ability to balance academic rigor with student well-being. There was a strong call for instructional approaches that reflect an understanding of Generation Z learners, particularly their shorter attention spans, preference for active learning, and need for relevance.

In summary, Generation Z EFL students seek a learning environment that is adaptable, relevant, and practically applicable. They favor a balanced educational experience that integrates technology, supports learner autonomy, promotes real-world communication, and is guided by instructors who are responsive, inclusive, and forward-thinking.

CHAPTER 5

CONCLUSION AND DISCUSSION

As the landscape of English language education continues to evolve, the expectations of Generation Z EFL students have become increasingly significant in shaping contemporary pedagogical approaches. This study examined these expectations across six key areas: instruction, materials and resources, testing and evaluation, assignments, lecturers, and the use of English in the future. The findings reveal that Generation Z EFL students place strong value on practical language application, interactive learning experiences, and technology-enhanced instruction preferences that align with ongoing digital advancements and the growing emphasis on career-oriented skill development.

Despite these progressive expectations, notable discrepancies persist between students' preferences and traditional instructional practices, particularly in assessment strategies, curriculum design, and the integration of digital tools. This chapter provides a summary and critical discussion of the results, highlighting areas where student expectations align with or diverge from current educational frameworks. The subsequent sections explore the broader implications for educators, academic institutions, curriculum developers, and policymakers, underscoring the need for instructional reform to better meet the needs of today's learners.

While these findings offer valuable insights into Generation Z EFL students' expectations, it is important to acknowledge the scope and limitations of this study. Data were collected solely from English major students at Mae Fah Luang University during the 2023 academic year, which may limit the generalizability of the results to broader student populations. Moreover, the study focused on perceived expectations rather than actual performance and relied on self-reported data, which may carry inherent biases. These limitations should be considered when interpreting the results and applying them to broader educational contexts.

5.1 The Expectations of Undergraduate Generation Z EFL Students in English Language Learning

5.1.1 Summary

In today's rapidly evolving educational landscape, where technology is deeply integrated into learning environments, the expectations of Generation Z EFL students have become increasingly crucial in shaping the future of language education. Despite the advances in digital learning tools, English language teaching methods often fall short in meeting the unique needs and preferences of this digital generation. This study seeks to explore the expectations of undergraduate Generation Z EFL students, focusing on key areas such as instruction, materials and resources, testing and evaluation, assignments, lecturers, and the use of English in the future. A sample of 125 students was selected using the Yamane (1967) formula, with 13 additional students chosen for semi-structured interviews to provide deeper, qualitative insights into their learning experiences.

5.1.1.1 Expectations of the Use of English in the Future ($\bar{x}$ = 4.45, S.D. = 1.01)

Quantitative Finding:

Undergraduate Generation Z students exhibited the highest expectations in this domain, underscoring the significance of English proficiency for:

1. Enhancing career prospects (M = 4.60, S.D. = 0.96)

2. Supporting personal and social lives (M = 4.48, S.D. = 1.00)

3. Accessing diverse sources of knowledge and entertainment (M = 4.49, S.D. = 0.97)

4. Facilitating intercultural engagement (M = 4.37, S.D. = 1.04)

5. Pursuing advanced academic study (M = 4.31, S.D. = 1.06)

5.1.1.2 Expectations of Lecturers ($\bar{x}$ = 4.32, S.D. = 0.97)

Quantitative Finding:

Students expressed high expectations for their lecturers' pedagogical skills, specifically:

1. Recognizing differences in students' background knowledge (M = 4.48, S.D. = 0.97)

2. Providing timely and constructive feedback (M = 4.36, S.D. = 1.00)

3. Understanding cultural differences in global communication (M = 4.33, S.D. = 0.96–1.03)

4. Demonstrating awareness of Generation Z learning characteristics (M = 4.16, S.D. = 1.03)

Qualitative Findings:

1. Adaptation to varying knowledge levels: Use of simple language and adjusted teaching speed.

2. Preference for shorter, engaging lectures to maintain focus and motivation.

3. Balance between lecture and interactive activities to avoid monotony.

4. Relatable content that aligns with Generation Z experiences and real-world contexts.

5. Clear explanations and openness to student perspectives were highly appreciated.

5.1.1.3   Expectations of Materials and Resources ($\bar{x}$ = 3.77, S.D. = 1.09)

Quantitative Finding:

Students showed preferences for materials that are:

1. Activity and game-based (M = 4.14, S.D. = 1.08)

2. Visual, such as infographics (M = 4.13, S.D. = 1.06)

3. Authentic, including news reports and videos (M = 3.94, S.D. = 1.12)

4. Moderately reliant on printed textbooks and pamphlets (M = 3.33, S.D. = 1.18)

Qualitative Findings:

1. Diverse and engaging materials requested, including books, manga, music, YouTube, and MOOCs.

2. Criticism of outdated materials, such as videos from 2010.

3. Desire for early access to lecture slides and flexible tools to support self-paced learning.

5.1.1.4 Expectations Regarding English Instruction ($\bar{x}$ = 3.60, S.D. = 1.06)

Quantitative Finding:

Students prioritized instruction that:

1. Emphasizes communication skills (M = 4.35, S.D. = 1.08)

2. Strengthens reading comprehension (M = 4.30, S.D. = 0.96)

3. Incorporates technology effectively in instruction (M = 4.27, S.D. = 1.04)

4. Develops listening skills (M = 4.26, S.D. = 1.05)

5. Prefers traditional face-to-face classes over online learning (lowest score; M = 2.32, S.D. = 1.04)

Qualitative Findings:

1. Speaking skills focus: Students regard speaking as the most practical yet neglected skill.

2. Practical curriculum: Desire for a shift from exam-based to real-world English usage.

3. Technology integration: Use of applications such as Duolingo and HelloTalk to support speaking practice.

4. Onsite preference: Preference for face-to-face interaction supplemented by tech tools like Kahoot and Quizlet.

5. Relevance: Courses should align with real-life needs rather than outdated or generic content.

5.1.1.5 Expectations of Assignments ($\bar{x}$ = 3.45, S.D. = 1.04)

Quantitative Finding:

Students' preferences concerning assignments included:

1. Individual assignments (M = 3.70, S.D. = 1.04)

2. Reduced overall volume of assignments (M = 3.61, S.D. = 0.99)

3. Balanced use of in-class and online assignments (M = 3.42, S.D. ~1.00)

Qualitative Findings:

1. Strong preference for individual projects due to better control and self-evaluation.

2. Challenges with group projects including uneven workload and scheduling conflicts.

3. Concerns regarding assignment volume and clarity, including overwhelming tasks and unclear instructions.

5.1.1.6 Expectations of Testing and Evaluation ($\bar{x}$ = 3.36, S.D. = 1.08)

Quantitative Finding:

Students preferred assessment methods characterized by:

1. Individual assessments (M = 3.90, S.D. = 1.05)

2. Course projects as a major assessment form (M = 3.51, S.D. = 0.96)

3. Traditional examinations receiving moderate to low support (M = 3.34, S.D. = 1.08)

Qualitative Findings:

1. Written exams favored by students confident in writing and critical thinking.

2. Oral tests preferred for real-life communication skills, despite fear of public speaking.

3. Need for clear, objective evaluation rubrics due to concerns about subjectivity.

4. Preference for individual evaluations to enhance fairness and self-assessment.

5. Projects viewed as more relevant to real-life application than traditional exams.

5.1.2 Discussion

A prominent finding in this study is Generation Z EFL students' strong expectations regarding the future use of English. Students perceived English proficiency as a vital tool for career advancement, global communication, and access to international knowledge. This forward-thinking mindset was especially evident in their emphasis on developing speaking and listening skills, which were viewed as essential for thriving in globalized, technology-driven environments. Interview data further emphasized that students see English not just as an academic requirement but as a necessary life skill, integral to participating in international communities and future workplaces. These perspectives align with prior studies highlighting the increasing role of English in global industries such as science, tourism, and digital media (Eriani et al.,

2021), indicating a growing demand for language instruction that prioritizes authentic and functional communication.

Students also held high expectations of their lecturers, viewing them as key facilitators of a meaningful and effective learning experience. Beyond subject-matter expertise, participants valued instructors who demonstrated empathy, responsiveness, and adaptability to generational learning preferences. They expected lecturers to skillfully integrate technology, provide timely feedback, and foster interactive classroom environments that reflect the diverse needs of learners. These expectations correspond with Seemiller's (2017) description of Generation Z students as collaborative, feedback-oriented, and digitally fluent. Thus, the evolving role of lecturers includes not only delivering content but also creating inclusive, supportive spaces where students feel seen, challenged, and motivated.

In terms of learning materials and resources, students clearly favored content that is interactive, visually engaging, and relevant to their lives. They expressed dissatisfaction with outdated or overly theoretical materials, emphasizing a need for dynamic content such as videos, podcasts, infographics, online quizzes, and real-world texts. Digital tools and platforms like Kahoot, Quizlet, and MOOCs were frequently cited as preferred formats for independent and autonomous learning. These preferences reflect Generation Z's comfort with technology and their desire for self-paced, multimodal engagement (Rothman, 2016). Integrating current, flexible, and relatable resources into English instruction can therefore enhance both motivation and learning outcomes.

Expectations regarding instructional approaches emphasized the need for practical, communicative, and personalized teaching methods. Students preferred learning that prioritized speaking, listening, and reading comprehension, with less focus on grammar drills or standardized test preparation. Although they are digitally literate, participants showed limited enthusiasm for fully online instruction. Instead, they advocated for a blended model that integrates meaningful technological support with face-to-face interaction. These findings support Seemiller and Grace's (2017) assertion that Generation Z learners value active learning, relevance, and collaborative engagement. Instructional design in EFL classrooms should therefore shift toward

approaches that mirror real-world language use while leveraging technology to enhance interaction.

Regarding assignments, students expressed a preference for tasks that are clearly structured, individually assigned, and practically useful. Many voiced frustration with group work due to issues with fairness and coordination, as well as with workloads that were perceived as excessive or disconnected from real-world application. They preferred assignments that allowed for autonomy, encouraged critical thinking, and provided opportunities for self-assessment. This reflects Generation Z's broader inclination toward efficiency and independence in learning (Rothman, 2016). To address these expectations, educators should ensure assignments are purposeful, manageable, and aligned with students' academic and professional goals.

Although expectations of testing and evaluation were moderate, students provided thoughtful critiques of traditional assessment practices. Many viewed written exams and standardized testing as inadequate measures of actual language ability, especially in communication-focused competencies. Instead, they preferred performance-based assessments such as projects, presentations, and practical tasks that reflect authentic language use. Concerns were also raised about unclear grading criteria and subjectivity, particularly in oral or creative assignments. These views echo broader critiques within language education, calling for more transparent, fair, and applied evaluation methods (Özer, 2021). Implementing diverse and communicative assessment formats may better capture students' proficiency while aligning with their expectations for meaningful learning.

These findings reflect Hutchinson and Waters' (1987) emphasis that effective course design begins by identifying the learners' needs, particularly their expectations about how and why they will use English. The strong emphasis students place on speaking, real-world communication, and practical assignments reinforces the importance of designing instruction that directly responds to learner-defined priorities.

In summary, the findings of this study underscore that Generation Z EFL students, studying within a technology-enhanced university context, possess distinctly future-oriented, communicative, and digitally integrated expectations for English language learning. They perceive English not merely as an academic requirement but as a vital life skill necessary for global engagement, professional development, and

access to international knowledge, particularly emphasizing the importance of speaking and listening skills for real-world communication. Students also expect lecturers to demonstrate subject-matter expertise, empathy, and digital fluency, along with a strong alignment with Generation Z learning preferences. They value interactive, current, and visually engaging learning materials that support both technological engagement and self-directed learning. Instructionally, they prefer communicative and task-based approaches delivered through blended models where technology supports meaningful face-to-face interaction. Assignments are expected to be practical, relevant, and clearly structured to allow for autonomy and individual management. While traditional examinations remain in use, students increasingly favor performance-based assessments that reflect authentic language use and demand transparent grading. Collectively, these expectations highlight the need for pedagogical transformation and call on universities to redesign English language instruction in ways that are learner-centered, globally relevant, and responsive to the evolving characteristics of Generation Z in digitally enriched educational environments.

5.2 The Level of English Language Learning Expectations that Affect Undergraduate Generation Z EFL Students

5.2.1 Summary

The expectations of undergraduate Generation Z EFL students in English language learning, focusing on key areas such as instruction, materials and resources, testing and evaluation, assignments, lecturers, and the use of English in the future were surveyed for this study. The primary objective is to explore how the students perceive various aspects of their learning experiences and how these expectations affect their language acquisition process. Additionally, the study assesses the level of these expectations and their impact on students' engagement and success. The findings reveal that Generation Z EFL students maintain moderate expectations across all areas, with an overall mean score of 3.18 (S.D. = 1.90), indicating a balanced outlook. "The use of English in the future" met the moderate level ($\bar{x}$ = 3.33, S.D. = 2.14), followed by "English instruction" ($\bar{x}$ = 3.22, S.D. = 1.73). "Assignments" and "lecturers" ($\bar{x}$ = 3.15,

S.D. = 1.02 and x̄ = 3.15, S.D. = 1.36, respectively), "materials and resources" (x̄ = 3.14, S.D. = 1.69). and "testing and evaluation" (x̄ = 3.06, S.D. = 1.44).

5.2.2 Discussion

These results suggest that students prioritize practical, real-world applications of English, particularly for communication and career development, while expressing moderate satisfaction with traditional aspects of language learning, such as assessments and instructional methods. Overall, the study highlights the pragmatic nature of Generation Z students' expectations and provides insights into areas where educational strategies can be refined to better align with their needs.

Generation Z EFL students place the greatest emphasis on the future use of English, indicating a strong focus on practical language application in professional and personal contexts. Expectations regarding instruction and lecturers also reflect a desire for communicative teaching methods and supportive academic guidance. In contrast, assignments, materials and resources, and testing and evaluation are associated with more moderate expectations, suggesting these aspects are perceived as routine components of the learning process rather than central to long-term goals. Within a technology-enhanced university context, these expectations reflect students' growing familiarity with digital environments and their desire for learning experiences that align with their technological fluency and real-world communication needs.

In response to these expectations, as Hutchinson and Waters' (1987) view that understanding learners' needs is central to designing effective courses. Therefore, educational institutions can leverage transformative technologies, such as AI-driven language tools, virtual classrooms, and adaptive learning systems to create more dynamic and personalized learning experiences. These innovations can better align learning with real-world applications, enhancing student engagement and fostering deeper learning. By addressing the limitations of traditional approaches and integrating tools that support goal-oriented, career-focused language acquisition, institutions can not only meet current student expectations but also elevate them. This alignment may foster greater motivation, improve learning outcomes, and better prepare students for future academic, professional, and social demands.

5.3 Future Implications

The findings of this study highlight the urgent need for reform in English language education to better align with the expectations of Generation Z EFL students in a technology-enhanced university context. These learners prioritize practical language application, interactive instruction, and purposeful technology integration, signaling a shift away from traditional, exam-oriented pedagogy. Realizing this transformation requires coordinated efforts among instructors, institutions, and policymakers. The implications below are organized according to key educational priorities, with recommended actions proposed for each stakeholder group.

5.3.1 Instructional Transformation for Real-World English Use

Generation Z learners place a strong emphasis on the practical use of English for career advancement, intercultural communication, and global engagement. For instance, instruction must shift toward communicative competence and authentic language practice.

5.3.1.1 EFL Instructors and Lecturers

1. Redesign lesson plans around task-based and communicative approaches, such as problem-solving activities, role-plays, and real-world simulations (Özer, 2021).

2. Incorporate AI-based learning apps (e.g., ELSA Speak, HelloTalk) and conversation-based tools that allow students to practice speaking autonomously (Yudhakusuma, 2020).

3. Emphasize the development of speaking and listening skills, particularly in contexts relevant to students' professional and personal aspirations.

5.3.1.2 Universities and Higher Education Institutions

1. Provide institutional support for instructors to develop and implement communicative and practical course content.

2. Facilitate collaborative course design that embeds English across disciplines (e.g., business, media, or tourism).

3. Allocate resources for interactive instructional technologies and authentic language tools in the classroom.

5.3.1.3　Policy Makers

1. Revise national English language curricula to prioritize real-world communication skills over abstract grammar instruction.

2. Promote frameworks that embed career-related English competencies as learning outcomes.

3. Fund initiatives supporting applied language instruction, including partnerships with industries or global organizations to simulate authentic learning environments.

5.3.2　Technology-Enhanced and Flexible Learning Environments

The digital literacy of Generation Z requires that instruction move beyond traditional formats to adopt blended, multimodal learning environments that align with their everyday use of technology.

5.3.2.1　EFL Instructors and Lecturers

1. Integrate blended learning models combining synchronous (in-person or virtual) and asynchronous content.

2. Use interactive digital tools such as Kahoot, Quizlet, and Padlet to enhance classroom engagement and formative assessment.

3. Provide students with access to digital resources for independent, self-paced learning, reinforcing autonomy and motivation (Makarova & Pirozhkova, 2020).

5.3.2.2　Universities and Higher Education Institutions

1. Invest in robust technological infrastructure, including fast internet, modern learning management systems, and digital media platforms.

2. Develop institutional training programs to equip instructors with skills in EdTech integration and online pedagogy (Kizil, 2017).

3. Create digital libraries that offer multimedia English learning content tailored to real-world contexts.

5.3.2.3　Policy Makers

1. Establish policies and funding models that prioritize digital transformation in language education.

2. Address inequities in digital access by ensuring all students, regardless of socioeconomic status or geographic location, have the tools and internet access needed to benefit from tech-enhanced learning.

3. Encourage curriculum developers to incorporate digital competencies and multimodal literacy into national standards.

5.3.3 Assessment and Curriculum Reform for Authentic Competence

Traditional evaluation methods, such as written exams and rote memorization, do not align with Generation Z's desire for fair, applied, and meaningful assessments.

5.3.3.1 EFL Instructors and Lecturers

1. Use performance-based assessments like presentations, digital portfolios, and speaking tasks to evaluate authentic language use.

2. Develop transparent and objective rubrics, particularly for oral and creative tasks, to enhance fairness and clarity.

3. Incorporate self-assessment and peer feedback mechanisms that empower students to reflect on their own learning and build autonomy.

5.3.3.2 Universities and Higher Education Institutions

1. Support a shift toward alternative assessment frameworks by providing resources and institutional policies that allow flexibility in grading and evaluation.

2. Promote interdepartmental collaboration to embed language assessment into broader academic or project-based work.

3. Use learning analytics tools to track student performance across digital platforms and personalize feedback.

5.3.3.3 Policy Makers

1. Reform national assessment standards to include competency-based, communicative performance as a core metric of language proficiency (Becirovic et al., 2023).

2. Create policy frameworks that reduce overemphasis on standardized exams and encourage creative, multimodal, and collaborative assessment practices.

3. Ensure accountability structures allow for localized innovation, so institutions and teachers can tailor evaluation methods to their students' needs.

A collaborative, role-specific response is necessary to align English language education with the values and expectations of Generation Z. The Table 5.1 below consolidates these implications by mapping student priorities to tangible actions across all stakeholder groups.

Table 5.1 Pedagogical implication

Expectations of the students	EFL Instructors	Universities /Institutions	Policy Makers
The use of English in the future	Design task-based learning (e.g., role plays, interviews); focus on speaking and listening with authentic tasks	Support curriculum redesign to reflect real-world and career-focused English use; encourage cross-disciplinary integration	Revise national curricula to emphasize communicative competence and intercultural skills
Lecturers	Practice empathetic, student-centered instruction; deliver timely feedback; apply digital tools effectively	Provide professional development on Gen Z pedagogy and EdTech; recognize innovative teaching	Promote training standards that require digital and generational teaching competencies
Materials and Resources	Use multimedia content (videos, infographics, podcasts); allow pre-access to materials	Maintain up-to-date digital libraries and tools (e.g., MOOCs, language platforms)	Allocate resources and issue policies to ensure current, relevant content access across regions
English Instruction	Apply communicative language teaching (CLT); blend tech with interactive face-to-face learning	Implement and support blended and flipped learning environments	Set national standards promoting active, learner-centered pedagogies

Table 5.1 (continued)

Expectations of the students	EFL Instructors	Universities /Institutions	Policy Makers
Assignments	Prioritize individual, project-based tasks with clear guidelines and real-life application	Enable flexibility in assessment methods and formats; support instructor autonomy	Encourage assessment innovation that reflects student choice, creativity, and relevance
Testing and Evaluation	Use oral assessments, portfolios, and rubrics; allow peer/self evaluation	Provide frameworks for alternative, authentic assessment; track progress via analytics	Develop competency-based national assessment standards; reduce overemphasis on traditional exams

5.4 Recommendation for Further Study

The findings of this study have provided valuable insights into Generation Z EFL students' expectations in English language learning, particularly within the context of technology-enhanced university. However, as education continues to evolve alongside rapid technological advancements, there remains a need for further research to build upon these insights and explore areas that were beyond the scope of this study. The following recommendations highlight key directions for future research.

First, future studies should conduct longitudinal research to examine the long-term effects of technology-driven English language instruction. While this study identifies students' strong preference for technology-enhanced learning, it remains unclear whether these preferences lead to sustained improvements in language proficiency, communication skills, and career readiness over time. Investigating these aspects would provide a clearer picture of the real impact of digital tools on language learning outcomes.

Second, further research should focus on the effectiveness of specific digital tools and platforms in EFL instruction. Although this study found a general preference for interactive and technology-based learning, it would be useful to explore the impact

of AI-powered language applications, virtual reality environments, and gamified learning platforms on students' engagement, motivation, and skill development. Understanding which tools are most beneficial could help educators integrate technology more effectively into their teaching practices.

Third, comparative studies across different educational and cultural contexts could provide a broader perspective on how Generation Z students' expectations differ based on location, institutional structures, and levels of study. Since this study focused on undergraduate students within a specific institutional setting, future research could investigate whether students in different countries or at varying educational levels (e.g., secondary school vs. postgraduate studies) share similar expectations regarding technology use in English learning.

Fourth, in-depth qualitative research is needed to capture students' personal experiences with technology-integrated English learning. While this study employed both quantitative and qualitative methods, future research could benefit from more extensive use of interviews, focus groups, or ethnographic studies. Such approaches could provide a deeper understanding of students' attitudes, challenges, and preferences regarding digital learning environments and how they navigate them in real-life educational settings.

Fifth, future research should explore the perspectives of key stakeholders beyond students, including educators, administrators, and policymakers. Understanding how teachers integrate technology into their teaching, how institutions support or hinder digital learning, and how policymakers shape the future of technology-driven education could offer valuable insights into creating more effective and sustainable digital learning strategies.

Lastly, future research should explore the psychological and behavioral effects of technology-driven language learning. As digital tools become more prevalent, concerns about students' cognitive load, attention spans, and over-reliance on AI-powered applications continue to grow. Research in this area could help educators strike a balance between leveraging technology for enhanced learning while ensuring that students develop critical thinking, self-regulation, and independent problem-solving skills.

In conclusion, while this study provides a strong foundation for understanding Generation Z EFL students' expectations, there is still much to explore in terms of technology's long-term impact, cultural differences, instructional methods, and psychological effects. By addressing these areas, future research can contribute to the ongoing development of student-centered, technology-integrated EFL education that meets the evolving needs of Generation Z learners.

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APPENDIX A

DOCUMENT CERTIFYING HUMAN ETHICS

The Mae Fah Luang University Ethics Committee on Human Research
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หนังสือยกเว้นการพิจารณาด้านจริยธรรมการวิจัย

COE: 39/2024   รหัสโครงการวิจัย: EC 24026-10

ชื่อโครงการวิจัย: ความคาดหวังต่อการเรียนภาษาอังกฤษในยุคเทคโนโลยีผู้นำเปลี่ยนแปลงของนักศึกษาเจน
เนอเรชั่น Z ระดับปริญญาตรีผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ

ชื่อผู้วิจัยหลัก: นาย ชลวิทย์ ไชยนาพงศ์

สำนักวิชา: ศิลปศาสตร์

คณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยแม่ฟ้าหลวง พิจารณาโครงร่างการวิจัย
โดยยึด แนวทางจริยธรรมสากล ได้แก่ ปฏิญญาเฮลซิงกิ (Declaration of Helsinki) รายงานเบลมองต์
(Belmont Report) แนวทางจริยธรรมสากลสำหรับการวิจัยในมนุษย์ของสภาองค์การสากลด้านวิทยาศาสตร์
การแพทย์ (CIOMS) และแนวทางการปฏิบัติการวิจัยที่ดี (ICH GCP) ได้พิจารณาแล้วเห็นว่า โครงการวิจัย
ดังกล่าวข้างต้น เข้าข่ายยกเว้นการพิจารณาด้านจริยธรรมการวิจัย

วันที่รับรองยกเว้นการพิจารณาด้านจริยธรรมการวิจัย: 19 มีนาคม 2567

ลงนาม ....

(รองศาสตราจารย์ พลตรีหญิง แพทย์หญิง แสงแข ชำนาญวนกิจ)

ประธานคณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยแม่ฟ้าหลวง

ผู้วิจัยที่โครงร่างการวิจัยได้รับยกเว้นการพิจารณาด้านจริยธรรมการวิจัย จากคณะกรรมการจริยธรรมการวิจัย
ในมนุษย์ มหาวิทยาลัยแม่ฟ้าหลวง ต้องปฏิบัติดังต่อไปนี้

- ไม่ต้องส่งรายงานความก้าวหน้าของการวิจัย
- ในกรณีที่มีการเปลี่ยนแปลงโครงการวิจัย ส่งแบบรายงานการแก้ไขเพิ่มเติมโครงร่างการวิจัย
  (AP 06/2022) และโครงร่างการวิจัยที่มีการแก้ไขเพิ่มเติม เพื่อแจ้งให้คณะกรรมการฯ พิจารณา
  ก่อนดำเนินการวิจัยตามที่ต้องการเปลี่ยนแปลง
- ส่งแบบรายงานสรุปผลการวิจัย (AP 09_2022)

<u>หมายเหตุ</u> สามารถ Download แบบรายงานต่าง ๆ ได้ที่ https://ec.mfu.ac.th

ข้าพเจ้าในฐานะ ผู้วิจัย ยินยอมที่จะปฏิบัติตามข้อกำหนดดังกล่าว

....

นายชลวิทย์ ไชยนาพงศ์

วันที่ 21/3/2024

AL 03/2022 Certificate of Exemption   หน้า 1 จาก 2

The Mae Fah Luang University Ethics Committee on Human Research

333 Moo 1, Thasud, Muang, ChiangRai 57100

Tel: (053) 917-170 to 71   Fax: (053) 917-170   E-mail: rec.human@mfu.ac.th

CERTIFICATE OF EXEMPTION

COE: 39/2024   Protocol No: EC 24026-10

Title: Generation Z EFL Students' Expectations for English Language Learning in Transformative Technology Leadership

Principal investigator: Mr. Chonlavit Chainapong

School: Liberal Art

The Mae Fah Luang University Ethics Committee on Human Research (MFU EC) reviewed the protocol in compliance with international guidelines such as Declaration of Helsinki, the Belmont Report, CIOMS Guidelines and the International Conference on Harmonization of Technical Requirements for Registration of Pharmaceuticals for Human Use - Good Clinical Practice (ICH GCP) and decided to exempt the above research protocol.

Date of Exemption: March 19, 2024

....................Sanphea....................

(Assoc. Prof., Maj. Gen. Sangkae Chamnanvanakij, M.D)

Chairperson of the MFU Ethics Committee on Human Research

For research protocol exempted by the Mae Fah Luang University Ethics Committee on Human Research (MFU EC), the investigators must comply with the followings:

- No need to submit a progress report.
- When there are changes of the protocol, the investigator must send an amendment report (AP 06/2022) to the MFU EC.
- When the research finishes, the investigator must send a final report (AP 09/2022).

Please go to https://ec.mfu.ac.th to download MFU EC forms for reporting.

I, as an investigator, agree to comply with the above obligation.

....

Mr. Chonlavit Chainapong

Date 21/3/2024

AL 03/2022 Certificate of Exemption   หน้า 2 จาก 2

APPENDIX B

SAMPLE EMAIL INVITATION TO COMPLETE A SURVEY AND INTERVIEW

ตัวอย่างอีเมลล์เชิญชวนทำแบบสอบถามและสัมภาษณ์

เรียน นักศึกษาสำนักวิชาศิลปศาสตร์ สาขาวิชาภาษาอังกฤษ

เรื่อง ขอเชิญชวนร่วมตอบแบบสอบถามงานวิจัย เพื่อศึกษาความคาดหวังต่อการเรียนภาษาอังกฤษ ของนักศึกษาเจนเนอเรชั่น Z

ชื่อโครงการวิจัย : ความคาดหวังต่อการเรียนภาษาอังกฤษในยุคเทคโนโลยีผู้นำการเปลี่ยนแปลงของนักศึกษาเจนเนอเรชั่น Z ระดับปริญญาตรี ผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ (Generation Z EFL Students' Expectations For English Language Learning in Transformative Technology Leadership)

ผู้วิจัยหลัก : นายชลวิทย์ ไชยนาพงศ์
สังกัด : สำนักวิชาศิลปศาสตร์ มหาวิทยาลัยแม่ฟ้าหลวง
อาจารย์ที่ปรึกษา : ดร.พรสวรรค์ อินทร์ปิ่น

      แบบสอบถามภายใต้งานวิจัยนี้เป็นส่วนหนึ่งของ 1006890 วิทยานิพนธ์ (2/2566) ของนักศึกษาระดับปริญญาโทด้านภาษาอังกฤษเพื่อการพัฒนาวิชาชีพ สำนักวิชาศิลปศาสตร์ มหาวิทยาลัยแม่ฟ้าหลวง แบบสอบถามนี้มีวัตถุประสงค์เพื่อระบุความคาดหวังต่อการเรียนภาษาอังกฤษ ของนักศึกษาเจนเนอเรชั่น Z ระดับปริญญาตรีผู้เรียนภาษาอังกฤษในฐานะเป็นภาษาต่างประเทศและเพื่อสำรวจระดับความคาดหวังต่อการเรียนภาษาอังกฤษ ในการเรียนรู้ภาษาอังกฤษที่ส่งผลต่อนักศึกษาเจนเนอเรชั่น Z ระดับปริญญาตรีผู้เรียนภาษาอังกฤษในฐานะเป็นภาษาต่างประเทศ

      เนื่องจากท่านเป็นหนึ่งในนักศึกษาที่ถูกคัดเลือกผู้มีคุณสมบัติครบถ้วนในการเป็นผู้เข้าร่วมการวิจัย อยากจะเชิญชวนท่านสละเวลาทำแบบสำรวจ ในรูปแบบ Google Form ซึ่งจะประกอบด้วย 2 ส่วน ส่วนแรกประกอบด้วย 6 ข้อย่อย โดยให้ผู้ตอบแบบสอบถามให้คะแนนระดับความเห็นด้วยหรือไม่เห็นด้วยกับข้อความแต่ละข้อ ในแต่ละข้อเนื้อหาจะเกี่ยวข้องกับความคาดหวังในการเรียนรู้ภาษาอังกฤษ ในส่วนที่ 2 จะให้ผู้ตอบแบบสอบถามจัดลำดับความสำคัญของรายการที่เกี่ยวข้องกับระดับความคาดหวังในการเรียนรู้ภาษาอังกฤษตามประสบการณ์ และ โดยหลังจากที่ผู้เข้าร่วมการวิจัยตอบแบบสอบถามครบจำนวน ขั้นตอนต่อไป ผู้วิจัยจะทำการสุ่มร้อยละ 10 ของจำนวนผู้ทำแบบสัมภาษณ์ และหากท่านเป็นหนึ่งในผู้ถูกเลือกจากการสุ่ม ผู้จัดทำวิจัยจะทำการติดต่อไปอีกครั้งในรูปแบบของอีเมล์เพื่อนัดสัมภาษณ์ท่านอีกครั้ง

      ผู้จัดทำวิจัยขอขอบคุณเป็นอย่างยิ่งที่สละเวลาอันมีค่าของคุณเพื่อช่วยในการตอบแบบสำรวจ คำตอบของคุณจะเป็นข้อมูลที่มีประโยชน์มากสำหรับการวิจัย หากท่านสนใจเป็นส่วนหนึ่งของการวิจัยที่จะมีประโยชน์อย่างยิ่งต่อการเรียนรู้ภาษาอังกฤษในยุคสมัยใหม่ท่านสามารถแสกน QR code ร่วมตอบแบบสอบถามได้ตามที่ผู้วิจัยได้แนบไว้ ทั้งนี้ผู้วิจัยได้แนบเอกสารข้อมูลและหนังสือแสดงความยินยอมเข้าร่วมการวิจัยมาในอีเมลล์นี้ด้วย

ขอแสดงความนับถือ
ชลวิทย์ ไชยนาพงศ์
นักศึกษาปริญญาโทสาขาภาษาอังกฤษเพื่อการพัฒนาวิชาชีพ
สำนักวิชาศิลปศาสตร์มหาวิทยาลัยแม่ฟ้าหลวง

APPENDIX C

SURVEY QUESTIONNAIRE

Part 1: The Expectations of English Language Learning.

Instructions: Please rate your level of agreement or disagreement with each of the following statements.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

1. The expectations of English instruction

The expectations of English instruction	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.1) I believe that technology should be involved in English instruction.					
1.2) I prefer online learning more than traditional in-class learning.					
1.3) I enjoy using online learning platforms such as Zooms and Google Meets.					
1.4) I expect "Listening skills" to be more emphasized in the transformative technology leadership era.					
1.5) I expect "Communication skills" to be more emphasized in the transformative technology leadership era.					
1.6) I expect "Reading Comprehension skills" to be more emphasized in the transformative technology leadership era.					
1.7) I expect "Academic Writing skills" to be more emphasized in the transformative technology leadership era.					

2. The expectations of materials and resources

The expectations of materials and resources	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.1) I expect that activities and games are integrated into English instruction.					
2.2) I expect that online games are integrated with English instruction.					
2.3) I prefer learning with print material such as textbooks, handouts, manuals, or pamphlets.					
2.4) I prefer learning with digital material such as programs, software, applications, websites or MOOCs.					
2.5) I prefer learning with audio material such as podcasts and radio programs.					
2.6) I prefer learning with visual material such as a picture and infographics.					
2.7) I prefer learning with authentic language resource such as TV programs, news reports, documentaries, web, videos, or advertisements.					

3. The expectations of testing and evaluation

The expectations of testing and evaluation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.1) I prefer individual assessments over group assessments in the transformative technology leadership era.					
3.2) I prefer group assessments over individual assessments in the transformative technology leadership era.					
3.3) I prefer oral tests over writing tests in the transformative technology leadership era.					
3.4) I prefer writing tests over oral tests in the transformative technology leadership era.					
3.5) I believe that class performance and participation evaluation should be the					

The expectations of testing and evaluation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
major assessments in the transformative technology leadership era.					
3.6) I believe that course projects such as research and assignments should be the major assessment in the transformative technology leadership era.					
3.7) I believe that examinations should be the major assessments in the transformative technology leadership era.					

4. The expectations of assignments

The expectations regarding assignments	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.1) I expect more course assignments in the transformative technology leadership era.					
4.2) I expect fewer course assignments in the transformative technology leadership era.					
4.3) I prefer in-class assignments in the transformative technology leadership era.					
4.4) I prefer online assignments in the transformative technology leadership era.					
4.5) I prefer individual assignments in the transformative technology leadership era.					
4.6) I prefer group assignments in the transformative technology leadership era.					

5. The expectations of the lecturers

The expectations of the lecturers	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.1) I expect that the lecturer should have the ability to effecitively employ technology tools and material for instruction in the classroom.					
5.2) I expect that the lecturer is aware of background knowledge differences among students.					

The expectations of the lecturers	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.3) I expect that the lecturer encourages more English communicative participation and discussion in class.					
5.4) I expect that the lecturer will understand the role of the English language in global communication.					
5.5) I expect that the lecturer understands global awareness and cultural sensitivity.					
5.6) I expect that the lecturer understands the nature of Generation Z.					
5.7) I expect that the lecturer can provide timely feedback for students.					

6. The expectation of the use of English in the future

The expectation about the use of English in the future	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.1) I expect to use English for personal lives.					
6.2) I expect to use English for further study.					
6.3) I expect to use English to enhance my career opportunities.					
6.4) I expect to use English to engage with different cultures and build international connections.					
6.5) I expect to use English to access various sources of knowledge and entertainment.					

Part 2: The Level of English Language Learning Expectation

Instructions: Please prioritize the items related to the level of English Language learning expectations based on your experience by assigning a number from 1 (indicating the most expecting items) to 6 (indicating the least expecting items) for each item.

1. The level of English language learning expectation

The expectations of English Language Learning	1	2	3	4	5	6
1. The expectations of English instruction						
2. The expectations of materials and resources						
3. The expectations of testing and evaluation						
4. The expectations regarding assignments						
5. The expectations regarding the lecturers						
6. Expectation to use English in the future						

APPENDIX D

SAMPLE SURVEY QUESTIONNAIRE RESPONSES

Dear Respondents เรียน ผู้ตอบแบบสอบถาม

A. The expectations of English instruction *
ความคาดหวังเกี่ยวกับวิธีการสอนภาษาอังกฤษ

	Strongly Disagree	Disagree	Neutral	Agreee	Strongly Agree
A.1) I believe that technology should be involved in English instruction ฉันเชื่อว่าเทคโนโลยีควรมีส่วนร่วมในการสอนภาษาอังกฤษ	○	○	○	●	○
A2.) I prefer online learning more than traditional onsite classroom learning. ฉันชอบเรียนออนไลน์มากกว่าการเรียนในห้องเรียนแบบปกติ	○	●	○	○	○
A3.) I enjoy using online learning platforms such as Zooms and Google Meets. ฉันสนุกกับการใช้แพลตฟอร์มการเรียนรู้ออนไลน์ เช่น Zooms และ Google Meets	○	○	●	○	○
A4.) I expect "Listening skills" to be more emphasized in the transformative technology leadership	○	○	○	○	●

technology leadership era. ฉันคาดหวังว่า "ทักษะการฟัง" จะได้รับความสำคัญมากขึ้นในการสอนภาษาอังกฤษ ในยุคเทคโนโลยีผู้นำเปลี่ยนแปลง

A5.) I expect "Communication skills" to be more emphasized in the transformative technology leadership era. ฉันคาดหวังว่า "ทักษะการสื่อสาร" จะได้รับความสำคัญมากขึ้นในการสอนภาษาอังกฤษ ในยุคเทคโนโลยีผู้นำเปลี่ยนแปลง

○   ○   ○   ○   ◉

A6.) I expect "Reading Comprehension skills" to be more emphasized in the transformative technology leadership era. ฉันคาดหวังว่า "ทักษะการอ่านจับใจความ" จะได้รับความสำคัญมากขึ้นในการสอนภาษาอังกฤษ ในยุคเทคโนโลยีผู้นำเปลี่ยนแปลง

○   ○   ○   ◉   ○

A7.) I expect "Academic Writing skills" to be more

○   ○   ○   ○   ◉

skills" to be more emphasized in the transformative technology leadership era.ฉันคาดหวังว่า "ทักษะการเขียนเชิงวิชาการ" จะได้รับความสำคัญมากขึ้นในการสอนภาษาอังกฤษ ในยุคเทคโนโลยีผู้นำเปลี่ยนแปลง

B. The expectations of materials used during instruction ความคาดหวังของสื่อการสอนและแหล่งข้อมูลที่ใช้ระหว่างการสอน

APPENDIX E

SAMPLE DATA SURVEY QUESTIONAIRE

Sample Calculation Data of the Expectations of Undergraduate Generation Z EFL Students in English Language Learning

1. The expectations of English instruction

No.	The expectations of English instruction	The Degree of agreement in the questionnaire					N	Mean	Percent	S.D.	Description
		5	4	3	2	1					
1	I believe that technology should be involved in English instruction.	68	38	10	3	6	125	4.27	85.44	1.04	The highest level of agreement
2	I prefer online learning more than traditional in-class learning.	6	6	40	43	30	125	2.32	46.40	1.04	A low level of agreement
3	I enjoy using online learning platforms such as Zooms and Google Meets.	7	22	51	27	18	125	2.78	55.68	1.07	A neutral level of agreement
4	I expect "Listening skills" to be more emphasized in the transformative technology leadership era.	68	38	9	4	6	125	4.26	85.28	1.05	The highest level of agreement
5	I expect "Communication skills" to be more emphasized in the transformative technology leadership era.	78	31	4	6	6	125	4.35	87.04	1.08	The highest level of agreement
6	I expect "Reading Comprehension skills" to be more emphasized in the transformative technology leadership era.	64	47	6	3	5	125	4.30	85.92	0.96	The highest level of agreement

No.	The expectations of English instruction	The Degree of agreement in the questionnaire					N	Mean	Percent	S.D.	Description
		5	4	3	2	1					
7	I expect "Academic Writing skills" to be more emphasized in the transformative technology leadership era.	53	41	22	5	4	125	4.07	81.44	1.02	A high level of agreement
	Total	227	135	114	83	66	625	3.60	71.97	1.06	High

2. The expectations of materials used during instruction

No.	The expectations of English instruction	The Degree of agreement in the questionnaire.					N	Mean	Percent	S.D.	Description
		5	4	3	2	1					
1	I expect that activities and games are integrated into English instruction.	59	40	17	2	7	125	4.14	82.72	1.08	A high level of agreement
2	I expect that online games are integrated with English instruction.	52	36	27	3	7	125	3.98	79.68	1.11	A high level of agreement
3	I prefer learning with print material such as textbooks, handouts, manuals, or pamphlets.	23	35	37	20	10	125	3.33	66.56	1.18	A moderate level of agreement
4	I prefer learning with digital material such as programs, software, applications, websites or MOOCs.	28	44	39	11	3	125	3.66	73.28	1.00	A high level of agreement
5	I prefer learning with audio material such as podcasts and radio programs.	39	38	30	14	4	125	3.75	75.04	1.11	A high level of agreement
6	I prefer learning with visual material such as a picture and infographics.	57	43	15	4	6	125	4.13	82.56	1.06	A high level of agreement
7	I prefer learning with authentic language resource such as TV programs, news reports, documentaries, web, videos, or advertisements.	47	44	20	7	7	125	3.94	78.72	1.12	A high level of agreement
	Total	201	193	150	50	31	625	3.77	75.46	1.09	High

3. The expectations of materials used during instruction

No.	The expectations of testing and evaluation	The Degree of agreement in the questionnaire.					N	Mean	Percent	S.D.	Description
		5	4	3	2	1					
1	I prefer individual assessments over group assessments in the transformative technology leadership era.	43	42	30	5	5	125	3.90	78.08	1.05	A high level of agreement
2	I prefer group assessments over individual assessments in the transformative technology leadership era.	9	24	51	28	13	125	2.90	58.08	1.05	A moderate level of agreement
3	I prefer oral tests over writing tests in the transformative technology leadership era.	19	24	50	22	10	125	3.16	63.20	1.13	A moderate level of agreement
4	I prefer writing tests over oral tests in the transformative technology leadership era.	24	26	53	16	6	125	3.37	67.36	1.08	A moderate level of agreement
5	I believe that class performance and participation evaluation should be the major assessments in the transformative technology leadership era.	22	43	41	11	8	125	3.48	69.60	1.08	A high level of agreement
6	I believe that course projects such as research and assignments should be the major assessment in the transformative technology leadership era.	20	42	49	10	4	125	3.51	70.24	0.96	A high level of agreement

No.	The expectations of testing and evaluation	The Degree of agreement in the questionnaire.					N	Mean	Percent	S.D.	Description
		5	4	3	2	1					
7	I believe that examinations should be the major assessments in the transformative technology leadership era.	22	30	48	19	6	125	3.34	66.88	1.08	A moderate level of agreement
	Total	117	159	225	82	42	625	3.36	67.26	1.08	Moderate

4. The expectations of assignments

No.	The expectations regarding assignments	The Degree of agreement in the questionnaire.					N	Mean	Percent	S.D.	Description
		5	4	3	2	1					
1	I expect more course assignments in the transformative technology leadership era.	18	19	57	21	10	125	3.11	62.24	1.10	A neutral level of agreement
2	I expect fewer course assignments in the transformative technology leadership era.	28	35	50	9	3	125	3.61	72.16	0.99	A high level of agreement
3	I prefer in-class assignments in the transformative technology leadership era.	19	38	46	20	2	125	3.42	68.32	0.98	A high level of agreement
4	I prefer online assignments in the transformative technology leadership era.	23	38	37	23	4	125	3.42	68.48	1.08	A high level of agreement
5	I prefer individual assignments in the transformative technology leadership era.	33	39	40	9	4	125	3.70	74.08	1.04	A high level of agreement
6	I prefer group assignments in the transformative technology leadership era.	16	32	51	12	14	125	3.19	63.84	1.13	A moderate level of agreement
	Total	121	201	230	82	23	625	3.45	69.06	1.04	Moderate

5. The expectations of the lecturers

No.	The expectations of the lecturers	The Degree of agreement in the questionnaire.					N	Mean	Percent	S.D.	Description
		5	4	3	2	1					
1	I expect that the lecturer should have the ability to effecitively employ technology tools and material for instruction in the classroom.	63	40	15	2	5	125	4.23	84.64	1.00	The highest level of agreement
2	I expect that the lecturer is aware of background knowledge differences among students.	87	22	10	1	5	125	4.48	89.60	0.97	The highest level of agreement
3	I expect that the lecturer encourages more English communicative participation and discussion in class.	66	33	20	2	4	125	4.24	84.80	0.99	The highest level of agreement
4	I expect that the lecturer will understand the role of the English language in global communication.	67	41	11	2	4	125	4.32	86.40	0.93	The highest level of agreement
5	I expect that the lecturer understands global awareness and cultural sensitivity.	72	32	15	2	4	125	4.33	86.56	0.97	The highest level of agreement
6	I expect that the lecturer understands the nature of Generation Z	62	32	25	1	5	125	4.16	83.20	1.03	A high level of agreement.
7	I expect that the lecturer can provide timely feedback for students.	77	27	15	1	5	125	4.36	87.20	1.00	The highest level of agreement
	Total	**355**	**168**	**71**	**9**	**22**	**625**	**4.32**	**86.40**	**0.97**	**High**

6. The expectations of the use of English in the future

No.	The expectation of the use of English in the future	The Degree of agreement in the questionnaire.					N	Mean	Percent	S.D.	Description
		5	4	3	2	1					
1	I expect to use English for personal lives	88	22	8	1	6	125	4.48	89.60	1.00	The highest level of agreement
2	I expect to use English for further study.	76	29	11	1	8	125	4.31	86.24	1.10	The highest level of agreement

No.	The expectation of the use of English in the future	The Degree of agreement in the questionnaire.					N	Mean	Percent	S.D.	Description
		5	4	3	2	1					
3	I expect to use English to enhance my career opportunities.	99	15	4	1	6	125	4.60	92.00	0.96	The highest level of agreement
4	I expect to use English to engage with different cultures and build international connections.	77	29	12	2	5	125	4.37	87.36	1.00	The highest level of agreement
5	I expect to use English to access various sources of knowledge and entertainment.	87	25	5	3	5	125	4.49	89.76	0.98	The highest level of agreement
	Total	427	120	40	8	30	625	4.45	88.99	1.01	High

Sample Calculation Data of the Level of the English Language Learning Expectations of Generation Z EFL Students

7. The level of English language learning expectation

No.	The expectation of the use of English in the future	Score The Level of English Language Learning Expectation						N	Mean	S.D.	Description
		1	2	3	4	5	6				
1	The expectations of English instruction	42	15	11	12	20	25	125	3.224	1.729	A moderate level of agreement
2	The expectations of materials and resources	41	19	11	14	15	25	125	3.144	1.688	A moderate level of agreement
3	The expectations of testing and evaluation	33	20	20	23	16	13	25	3.064	1.4408	A moderate level of agreement
4	The expectations regarding assignments	29	21	23	23	12	17	125	3.152	1.020243	A moderate level of agreement
5	The expectations regarding the lecturers	40	17	14	15	16	23	125	3.152	1.36268	A moderate level of agreement
6	Expectation to use English in the future	43	16	10	8	9	39	125	3.328	2.135	A moderate level of agreement
	Total								3.177	1.896	Moderate

APPENDIX F

INTERVIEW QUESTIONS

The interview questions

1. What is / are your expectation (s) towards the following aspects

    (1) instruction?

    (2) materials and resources?

    (3) testing and evaluation?

    (4) assignments?

    (5) lecturers?

    (6) the use of English in the future?

2. Could you provide more details about your expectations towards the use of technology in your English learning experiences?

3. What do you think about transformative technology leadership in English language learning?

4. Since transformative technology leadership has impacted English language learning, how does it impact you as a Generation Z student?

5. Which of the 6 expectations categories from the survey do you expect the most? and why is that?

    (1) instruction?

    (2) materials and resources?

    (3) testing and evaluation?

    (4) assignments?

    (5) lecturers?

    (6) the use of English in the future?

6. Which of the 6 expectations categories from the survey do you expect the least? and why is that?

  (1) instruction?

  (2) materials and resources?

  (3) testing and evaluation?

  (4) assignments?

  (5) lecturers?

  (6) the use of English in the future?

APPENDIX G

SAMPLE OF TRANSCRIPT INTERVIEW

Name: Student A, Female (Anonymous)

Interviewer: Thank you for participating. First, can you tell me your expectations toward instruction?

Interviewee: I would like them to focus more on developing speaking skills. I just feel like it is my least improving skills of all skills.

Interviewer: And what are your expectations toward materials and resources?

Interviewee: Now is good, I would like them to add on the additional research of some course. I find resources from outside the classroom such as novels, movies and music interesting.

Interviewer: How about testing and evaluation?

Interviewee: I like the critical thinking written exam rather than that you need to memorize all the answers. I think that I can do better when it comes to organizing my words.

Interviewer: And what do you expect from assignments?

Interviewee: I like both group and individual works. But sometimes, the proportion of the score allocated to group projects seems excessive. It would be more reasonable to shift some of that weight toward individual projects. This is because not every group member contributes equally to a group project, and the current system doesn't always reflect the varying levels of effort put in by each individual.

Interviewer: What are your expectations regarding lecturers?

Interviewee: Most of them are great with the aspect of teaching and understanding the nature of teenagers. Some of them are full of knowledge but not very good at delivering it when it comes to teaching. For me, the lecturer can be strict in their class but I also expect them to deliver the teaching effectively."

Interviewer: How do you see the use of English in the future?

Interviewee: I expected that I would take me aboard in the field of international relations. I expected to have good cross-cultural communication.

Interviewer: Now let's talk about technology. What are your expectations toward the use of technology in your English learning?

Interviewee: I expect them to support me in the aspect of finding research and academic vocabulary. I like that the technology blended in the class but not too much because I find it difficult to access them sometimes.

Interviewer: What do you think about transformative technology leadership in English learning?

Interviewee: I think it also depends on the lecturer of how prepared they are as they are the main people who run the class. I've noticed that students are often more willing to answer questions verbally in class compared to on online platforms. This discrepancy can lead to frustration for lecturers, especially when they need active participation to facilitate the learning process. Sometimes there are also other technical issues as they accidentally muted and weakened the internet system which can be the obstacle to learning English in the class as well.

Interviewer: How does transformative technology leadership impact you as a Gen Z student?

Interviewee: I feel like technology offers more conveniences such as when it rains, you can just do the distance learning, However, the assistance like AI may lead to reduced independent thinking and increased laziness among those who use it too often.

Interviewer: Which of the six expectation categories do you expect the most?

Interviewee: Material and Resources, I feel like technology broadens the accessibility of all the interesting resources, I think we should take the advantages of this and make the most of it.

Interviewer: And which one do you expect the least?

Interviewee: Test and evaluation, cause I feel like it is not helping the reflect our knowledge that much. I think the assignment can be able to evaluate the students as well.

Name: Student B, Male (Anonymous)

Interviewer: Thank you for joining. Let's begin with your expectations toward instruction.

Interviewee: Expect about curiculum to be more practical, not only for exam but for real life too, such as speaking skill. They let us speak but They never taught us to speak properly.

Interviewer: How about materials and resources?

Interviewee: Expect more diverse and vibrantness. Nowadays, I feel like the materials are mostly only from lectures. Some people learn better from songs and games or interacting with other people.

Interviewer: What do you think about testing and evaluation?

Interviewee: For now it is ok but the evaluation. I feel doubting about the score criteria of the courses such as narrative and literature because sometimes the answers to a question are not fixed like mathematics but rather lean on the logical answers. And somehow maybe it is because our writing is not clear enough which leads to misinterpretation of the ideas that we would like to convey. So the question is how to give appropriate score criteria to those questions.

Interviewer: Do you prefer written exams?

Interviewee: I like written exam, I rather talk with paper than people.

Interviewer: What are your thoughts on assignments?

Interviewee: I like group projects because I like to see the skills of each member of the group and can be supporting each other, Like my friend are better at writing than me so he will be able to help recheck my writing works.

The amount of assignments is just right, if there none, so there is none of practice as well."

Interviewer: What expectations do you have for your lecturers?

Interviewee: Some of the lectures only teach one way communication but lack interaction with the students. Sometimes they use very academic words without concerning the background knowledge of some kids and they cannot catch up. I want them to evaluate each section's capabilities in order to adjust the teaching style to be more compatible with each one."

Interviewer: How do you expect the use of English in the future?

Interviewee: I am concentrating on improving my listening and reading to be better and better, But writing and speaking is only for the level of communication. I think I rather received the message rather than produce the message."

Interviewer: Let's move on to the use of technology. What are your expectations toward it in English learning?

Interviewee: Not expected that much. I seen it as a medium or the bridge to access information like knowledge and entertainment media."

Interviewer: What are your thoughts on transformative technology leadership in English language learning?

Interviewee: Positive thought because I feel like it increases the accessibility of the English language learning such as some people learn from songs and movies. And online learning is conveniant.

Interviewer: How does that affect you as a Generation Z student?

Interviewee: I see it as the advantages of our generation in terms of accessibility. because I feel like the parents' generation would not have the opportunity to look for something online and it comes up immediately. Back then we had to print sheets of the slides but now we just look it up on our devices. We also have lots of assistant resources to help us work such as the chat gpt. However, I feel like the question is how to use the technology to assist us in further learning.

Interviewer: Of the six expectation categories from the survey, which do you expect the most?

Interviewee: Instruction because I feel like the curriculum right now is too weak. I feel like nowadays we study just for the exam but not for practical use in real life. For example, there is the assiament to analyze some articles. I do it by myself but my friend and us chat gpt. And of course chat gpt done better with less time. So, I just feel like why don't we learn how to use the full efficiency of AI in order to make the most of our learning instead. Sometimes I learn a lot by AI than from the actual lecturer."

Interviewer: And which one do you expect the least?

Interviewee: Testing and evaluation because I feel like a test is a test and I do not expect much from it. I feel it's not practical to spend three hours analyzing something without technological assistance, as technology is readily available in real life to aid in such tasks. For example if my job is as a translator I would have lots of assistance whether it's from human or technology anyway. I rather feel they should evaluate us

from the projects because in the future when I work, I will receive the projects, not the examination in paper.

Name : Student C, Male (Anonymous)

Interviewer: Thanks for your time. Let's begin with your expectations toward instruction.

Interviewee: I think the subjects in some courses are necessary, but some subjects are not. For example, Digital Media Literacy may not be relevant for those who are not interested in teaching.

Interviewer: How about materials and resources?

Interviewee: The lecturers' slides might be difficult to follow, and I hope for additional resources of information.

Interviewer: What do you think about testing and evaluation?

Interviewee: I prefer assessments through exams.

Interviewer: What are your expectations regarding assignments?

Interviewee: I expect less group works. There are too many group projects, and I dislike them because working with some other people can be challenging. I would prefer more individual assignments because it allows me to evaluate myself. I expect that to assist us to reflect that we actually learn or not.

Interviewer: What about your lecturers?

Interviewee: I expect a less long and intense class. I'd like to point out that a 3-hour class can be too long. 2 hours seems to be a more suitable duration, as not everyone can maintain focus for such an extended period. Additionally, some classes cover too much material, like spending an entire session solely on grammar.

Interviewer: How do you see the use of English in the future?

Interviewee: In the future, there will be many tools to assist with various skills, so I particularly expect a strong focus on speaking. I'm looking for skills that AI cannot easily replace.

Interviewer: Let's talk about technology. What are your expectations for the use of technology in your English learning experience?

Interviewee: It's concerning that competing with AI like Chat GPT might be challenging in the future, and the reliance on such tools could lead to a loss of genuine knowledge.

Interviewer: What do you think about transformative technology leadership in English language learning?

Interviewee: I appreciate AI, ChatGPT, and distance learning, but for those who don't use technology regularly, learning English can become much more challenging.

Interviewer: And how does it impact you as a Generation Z student?

Interviewee: I believe that there are both advantages and disadvantages. The advantage is convenience, but I believe that the most impactful learning happens when learners and instructors meet face-to-face. Therefore, you think technology will help in other ways and that there should be awareness when using tech like Chat GPT cautiously. Also, you personally believe that Gen Z has shorter attention spans, so educators should adapt technology to reduce learning time while maintaining educational effectiveness.

Interviewer: Which expectation category do you expect the most?

Interviewee: Even though self-directed learning is possible nowadays, lecturers should still provide effective guidance and direction. Generation Z may have shorter attention spans and lack critical thinking due to technology, teachers should play a more active role in addressing these issues.

Interviewer: And which one do you expect the least?

Interviewee: In the future, the use of English will likely evolve because technology, such as AI, can replace many job skills. Therefore, skills that AI cannot easily replicate, such as speaking and communication skills, will become increasingly valuable. These skills are practical in the real world and go beyond what can be assessed on paper. For example, the difference between speaking by the textbook and speaking with humor highlights the nuanced and human aspects of communication that technology cannot fully replace.

Name: Student D, Male (Anonymous)

Interviewer: Let's start with your expectations toward instruction.

Interviewee: I expect to focus on all aspects of language learning, but I would particularly like to emphasize speaking. The pandemic period has limited my speaking

skills. I think speaking is practical and essential for real-life situations, yet it hasn't been effectively taught. I also prefer learning onsite because it allows for easier interaction.

Interviewer: What about materials and resources?

Interviewee: It is okay. I also learn more through games and community interactions within the games, and I read news in English sometimes.

Interviewer: And how about testing and evaluation?

Interviewee: It is fine, both written and oral, and projects are not too difficult or too easy.

Interviewer: What do you think about assignments?

Interviewee: It is fine and just the right amount, and I expect the individual assignments as I prefer to work by myself.

Interviewer: What are your expectations toward lecturers?

Interviewee: I expect them to understand the differences in background knowledge. I would like to adjust the teaching speed according to the students' ability in each section.

Interviewer: Looking forward, what are your expectations about the use of English in the future?

Interviewee: It expects it as the skills to pursue various careers, providing more opportunities to work in a variety of fields.

Interviewer: What about your expectations toward the use of technology in learning English?

Interviewee: I want technology to play a bigger role, especially in developing speaking. For example, applications like Duolingo can increase speaking opportunities so it helps us practice.

Interviewer: How do you view transformative technology leadership in English language learning?

Interviewee: I think positively about it as English has gained more of a role nowadays as it is the basic knowledge and skill that everyone should have. Therefore, with all of the technological assistance we could achieve borderless English language learning.

Interviewer: How does it affect you as a Generation Z student?

Interviewee: It's great because technology responds well to Gen Z's learning needs. It is easier for them to learn English. We have more opportunities to access knowledge and use it practically, such as through programs for talking with foreigners, like in

games and on Discord. This is different from other generations where technology hasn't been as accessible. Technology meets our needs just right, not too much or too less. I personally prefer a blended learning.

Interviewer: Which of the six expectation categories do you expect the most?

Interviewee: The use of English in the future is important because I want to pursue a good job and access better opportunities in career.

Interviewer: And which one the least?

Interviewee: Materials and resources are important, but I believe that if the lecturer is good, teaches well, explains concepts effectively, and provides meaningful assignments, then the quality of materials and resources becomes less critical.

Name: Student E, Female (Anonymous)

Interviewer: Could you tell me your expectations toward instruction?

Interviewee: I want the lecturer to blend more technology into the instruction. I like learning in class then online because I like interacting with lecturers. For example, if I have questions, I can just ask them in real life without technical issues such as internet signals. I think the lecturer should use the technology in class to attract the attention and participation of the students. From my experience, I feel like I am active, enthusiastic, and gain more understanding when there's a game during the course. The padlet also works for me.

Interviewer: What are your expectations toward materials and resources?

Interviewee: I expect authentic material like YouTube and actual news. Also the infographic as a visual learning can gain more understanding and attract attention as well. I am also learning from YouTube and MOOCs.

Interviewer: How about testing and evaluation?

Interviewee: I prefer oral exams because they allow for immediate evaluation and real-time feedback. And I prefer individual evaluation because group evaluation makes it difficult to determine whether the understanding issues are with me or with other members of the group.

Interviewer: And assignments?

Interviewee: I prefer moderately amount of assignments with more explanation and clearer of the assignment.

Interviewer: What do you expect from lecturers?

Interviewee: I expect them to engage students' attention, interact with them, and encourage participation in class.

Interviewer: Looking ahead, how do you expect to use English in the future?

Interviewee: I expected English to be used in my career because I like service jobs with high exposure to foreigners. I think that English would help me understand their needs better. I would like English to help me understand mass media such as the news on English websites.

Interviewer: What role do you think technology should play in your English learning?

Interviewee: I expect that technology will help the students to meet their learning needs. Allowing us to choose our learning style. And technology will allow us to access variants of platforms and be able to learn without location constraints which make it more convenient to learn.

Interviewer: And what are your thoughts on transformative technology leadership?

Interviewee: It can increase the English learning accessibility. I can increase the attention because they can control and adjust their individual learning. The negative side is it may easily burn out and decrease the exposure in-class learning and lack of real-life practice.

Interviewer: As a Gen Z student, how does it impact you?

Interviewee: I feel that online classes reduce exposure to in-class learning and lack real-life practice, which I believe in-person classes can better provide.

Interviewer: Which expectation category do you value the most?

Interviewee: The use of English in the future. I believe it will support my career by allowing clear communication and enabling immediate understanding of mass media.

Interviewer: And the least?

Interviewee: Assignments. I feel that the learning goals of the assignment do not align well with our expectations. I would prefer focusing on practical, hands-on assignments, such as hypothetical situations, rather than paper-based exams.

Name: Student F, Female (Anonymous)

Interviewer: Let's begin with your expectations toward instruction.

Interviewee: They tend to concentrate on contents on lecture which lead to overload of information during the 3 hours with lots of assignments. And they tend to focus on reading and writing and causing a lack of speaking.

Interviewer: And materials and resources?

Interviewee: Now is okay, Canva, PowerPoint slide. Sometimes we get to analyze YouTube videos and songs. My English learning resources from fiction books such as fanfic anime.

Interviewer: What about testing and evaluation?

Interviewee: Even though I said that they focus more on reading and writing, those skills are actually my strong skills. That's why I prefer the written exam over the oral one.

Interviewer: What do you expect from assignments?

Interviewee: I feel like I don't like intense assignments. I feel like it's all serious. Sometimes the instructions to do the assignments are unclear which causes the misinterpretation in each task.

Interviewer: How do you view your lecturers?

Interviewee: They're good at what they do, they still understand our generation. They try to find the material that is relatable and suited to our capability.

Interviewer: And how do you expect to use English in the future?

Interviewee: I want to use English as a tool for clear communication with others. Sometimes, I find that my use of English is too broad, which leads to ambiguity in conversations. Also I expect English to support my careers as well cause our faculty is very broad but also covers critical thinking and understanding humans.

Interviewer: What are your expectations regarding technology in English learning?

Interviewee: I believe that we expose lots of tech nowadays. This might sound old school but I feel like this can cause the attention-deficit. If we rely too much on technology, we risk neglecting our own ideas such as my friends using AI to answer the question and they don't know what to answer in the paper when they do the test. However, I support other devices such as our smartphone or laptop, as long as they are

guided to be critically used. Because I feel like individual learning is effective when it is assisted by technology.

Interviewer: What do you think about transformative technology leadership?

Interviewee: I like it because it increases accessibility to English learning than in the past. Back then we used books with limited content which may not be practically used. I feel like English is practical when it is used in communication and in the job which can be supported by technology rather than books.

Interviewer: And as a Gen Z student?

Interviewee: I think it only responds to Generation Z in some aspects. For example I used devices to listen to songs and read articles, which can support listening and reading aspects. But in terms of speaking, I don't think it help that much. Even though AI technology is out there but it's not totally 100% help us unless it help us practicing what to says. However, in term of writing is not fully helpful because they didn't point out the mistakes in our work so we can reflect yourself such Grammarly app.

Interviewer: Which category do you expect the most?

Interviewee: The use of English in the future. Due to globalization, our country will see an increase in foreign visitors. As hosts, we need to adapt to these changes. English, becoming the main global language, will play a crucial role. Therefore, I expect to use English to enhance opportunities for both career and study in the future. For me I focus on my future career at the moment.

Interviewer: And the least?

Interviewee: Assignments. I think at the end of the day the test can truly reflect our knowledge. I think assignments only can reflect how good a team player you are.

Name: Student G, Female (Anonymous)

Interviewer: What are your expectations toward instruction?

Interviewee: The curriculum is fine, however, some courses are not necessary in my opinion. I prefer diverse courses but some of the contents are duplicate.

Interviewer: And your thoughts on materials and resources?

Interviewee: I expect the lecturer to give out the slide before the class rather than after. It is easier for me to catch up. I learn English from various resources, such as songs, movies and other mass media.

Interviewer: How do you feel about testing and evaluation?

Interviewee: It is okay.

Interviewer: What about assignments?

Interviewee: It feels like right now the assignments are loaded. I think sometimes the reflection writing after the workshops is too much. I like individual assignments because it is easier to talk with yourself rather than with others.

Interviewer: What do you expect from your lecturers?

Interviewee: They are fine, I do not expect from them that much—just understanding the students, that's all. I want them to balance between the lecture and activity. And some of them I would like them to slow down the lecture.

Interviewer: And your expectations on the use of English in the future?

Interviewee: I want English to help me with my future career, as well as in daily life. I am interested in Marketing and I think I can make it work with English as well. I am also interested in studying abroad.

Interviewer: What are your expectations on technology in English learning?

Interviewee: I feel like nowadays there are lots of English assistance applications. But some of them are not efficient enough as they crash sometimes. Also websites that help create slides like Canva are also useful for me.

Interviewer: And transformative technology leadership?

Interviewee: I don't like online learning that much, I feel like it's easy to get distracted. Sometimes I am on the bed learning online and I fell asleep.

Interviewer: And how does that affect Gen Z students?

Interviewee: Technology helps so much, for example, it is convenient to look up the meaning of the vocabulary that I don't know immediately in real time during the class. It is easy for us to access information in the technology era.

Interviewer: What do you expect the most?

Interviewee: The use of English in the future. Because I believe it largely depends on the individual, how they absorb knowledge from instruction and how effectively they engage in self-study at home.

Interviewer: What about the least?

Interviewee: Test and evaluation because I feel like the assignment is enough. The assignment is already the big part of evaluation so sometimes I don't feel like the test is that necessary.

Name: Student H, Female

Interviewer: Let's begin with your expectations toward instruction.

Interviewee: I feel that there is too much emphasis on writing and critical thinking. I would like to see more focus on speaking skills. Although speaking classes were part of the curriculum during the first years through online classes, I don't think we have improved in that area as much as we should have.

Interviewer: And what about materials and resources?

Interviewee: I like slides and padlets. I think it is fun. I also learn English from reading research.

Interviewer: What do you think about testing and evaluation?

Interviewee: The tests are reasonable but I feel like some of the tests are difficult for me. I want the evaluation to be finished within the assignment. I also prefer written exam.

Interviewer: And assignments?

Interviewee: I prefer group assignments because I like brainstorming.

Interviewer: What do you expect from your lecturers?

Interviewee: I expect lectures to strike a balance: they should not pressure students excessively but also should not be too relaxed. The goal is to guide students effectively towards achieving their learning objectives.

Interviewer: How do you expect to use English in the future?

Interviewee: I expect English to help me develop myself further in terms of doing my own business.

Interviewer: How do you expect technology to assist in English learning?

Interviewee: I expect them to assist us to minimize the time of finding the knowledge. I would like to know the answer as soon as I ask them online.

Interviewer: What are your thoughts on transformative technology leadership?

Interviewee: As I said before, it saves our time to find out the answers. But the downside is that sometimes the answers are not standard, and sometimes they give us multiple sets of answers.

Interviewer: How does this affect you as a Gen Z student?

Interviewee: Although technology assistance saves time for our generation, its conveniences make it difficult for us to come up with our own ideas.

Interviewer: Which category do you expect the most?

Interviewee: Lecturer, because I expect them to improve our skills by guiding us along the way of learning.

Interviewer: And the least?

Interviewee: Assignments, because I felt like some of them are not improve our skill that much.

Name: Student I, Female (Anonymous)

Interviewer: What are your expectations toward instruction?

Interviewee: Stop focusing on grammar and shift the focus to practical communication skills. I also expect them to reduce the lecture and add on activity such as Kahoot and Quizlet to gain more enthusiasm from students.

Interviewer: How about materials and resources?

Interviewee: I feel like I could use some more explanation about the materials that have been brought up in the class such as the lecturer just showed us the video without the explanation in the class. And some of the videos that they used as materials are quite outdated, which is during 2010. And outside the classroom I do self-learning by watching YouTube and listening to podcasts.

Interviewer: What do you expect from testing and evaluation?

Interviewee: I expected an oral test because I have bad handwriting. I also prefer tests that assess our practical use of English rather than just requiring us to memorize answers.

Interviewer: And assignments?

Interviewee: I expect the assessments can be used as a practice field before the actual test. Although the group projects are essential to improve the teamwork skills, I

expected to be assigned the individual projects as some of the members of the group project might neglect their responsible tasks and this might affect the group as a whole.

Interviewer: What are your expectations toward lecturers?

Interviewee: I expect their accent to be more easy to understand, especially among the foreign lecturers.

Interviewer: How do you expect to use English in the future?

Interviewee: I expect that it will help me when I go work and travel abroad. Especially in communication skills.

Interviewer: What are your expectations for technology in English learning?

Interviewee: I expected the AI assistant to help me correct my grammar and come up with exercises which can help us evaluate our skills.

Interviewer: How do you view transformative technology leadership?

Interviewee: I have a positive view about it as it can help us find anything within a blink such as I can effortlessly find out the meaning of the vocabulary. On the other hand, without the critical thinking, the students might use them to do their assignments which is not considered as an effective learning process.

Interviewer: As a Gen Z student, how does it impact you?

Interviewee: Like I said, sometimes I feel like, as a Gen Z, I feel that relying on AI and looking up everything online makes me less creative. I also give myself less time to think independently because I am impatient.

Interviewer: What is the expectation category you value the most?

Interviewee: Instruction, because I feel like if they can focus more on communication skills I can truly integrate the course knowledge into my daily life.

Interviewer: And the least?

Interviewee: Assignments because I think it's already good.

Name: Student J, Male (Anonymous)

Interviewer: Can you share your expectations toward instruction?

Interviewee: I feel like some courses are too difficult for me so I expect them to be more appropriate and more practical to use in real life. I feel like speaking skill is the most important skill somehow because it is needed the most in real time communication to understand the other culture.

Interviewer: And what about materials and resources?

Interviewee: I expect to be clear, understandable, accurate and diverse.

Interviewer: Your thoughts on testing and evaluation?

Interviewee: I don't prefer an evaluation that does not explain our mistakes because I want to reflect on that as well. I think testing is still needed in order to evaluate yourself.

Interviewer: What kind of assignments do you prefer?

Interviewee: I prefer group assignments where the members of the groups could share the ideas.

Interviewer: What expectations do you have toward your lecturers?

Interviewee: I expect them to explain the difficult subjects into easier contents to understand. I also expected them to understand and listen to students in this generation. I expect them to be ready to answer the questions of the students.

Interviewer: What about your expectations on the use of English in the future?

Interviewee: I wish I could communicate in English fluently and confidently. And expect them to help me with more opportunities to access a diverse career path.

Interviewer: How do you expect technology to support your English learning?

Interviewee: I expect them to help me accurately use English in the daily situation. Also it offers more access to learning platforms such as YouTube or websites that help you communicate with foreigners online. I think applications help me the most right now to communicate with foreigners such as Hello Talk.

Interviewer: How do you feel about transformative technology leadership?

Interviewee: I think it is okay because it provides various ways to learn English than in the past.

Interviewer: And how does it affect you as a Gen Z student?

Interviewee: It is very responsive to me as a Gen Z in terms of learning English, both indirectly and directly. I can learn through online platforms and also can learn while I consume entertainment resources.

Interviewer: Which category do you expect the most?

Interviewee: The use of English in the future increases the opportunity for the career path and to exchange perspectives between cultures.

Interviewer: And the least?

Interviewee: Assignments because right now I feel like it's too loaded even though it helps me practice. I think it is not my first priority.

Name: Student K (Anonymous)

Interviewer: What are your expectations toward instruction?

Interviewee: I expect varieties in the instruction such as using the material to interacting in class or engaging in more practical learning.

Interviewer: And materials and resources?

Interviewee: I expect the up to date material and resources in the class. And now I think the amount of slides is too much. Games applications can also help relieve the tension in the class.

Interviewer: Thoughts on testing and evaluation?

Interviewee: The evaluation is fair. I want the exam to focus more on real-life communication skills. I have positive view on the test because it helps us reflect our understanding of the lesson.

Interviewer: And assignments?

Interviewee: I expect the assignments to be additional lessons from the course that can truly help us practice. I look forward to observing and sharing perspectives among group members during the group project. But I felt more comfortable doing individual projects without being pressured by the other's opinion.

Interviewer: Expectations toward lecturers?

Interviewee: I expect the lecturers to be understanding the learning style of the new generation and open up for fresh perspectives from us.

Interviewer: How do you see the use of English in the future?

Interviewee: I expect that I can use English to be useful in my career path.

Interviewer: What are your expectations for technology?

Interviewee: We live in a time where technology allows us to learn anytime and anywhere. I expect that technology will provide me with access to various resources, such as online videos and exercises, to help develop my four English skills.

Interviewer: And your thoughts on transformative tech leadership?

Interviewee: I like it because it expands our learning space to be borderless and very convenient. We can participate in conversations with foreigners online through apps and online platforms.

Interviewer: What impact does it have on Gen Z?

Interviewee: It is essential for Gen Z as the technology is already in our daily basis. It is a very fast and easy way of learning which responds so well for this Generation. I think it depends on how we can optimize the technology into our learning style.

Interviewer: Which category do you expect the most?

Interviewee: The use of English in the future. I believe that the more effectively we use English, the greater the advantages it will bring to our future careers. It also increases our chances of going abroad.

Interviewer: And the least?

Interviewee: Lecturer, because I already believe in their potential to teach students effectively and help them understand the lessons. That's why I don't expect more from this category.

Name: Student M, Female (Anonymous)

Interviewer: Let's start with your expectations toward instruction.

Interviewee: I expect the course that is practical and can be applied in real life; for example, I expect the course that can apply in hospitality industry which can communicate with colleagues and guests.

Interviewer: What about materials and resources?

Interviewee: I expect to be easily accessible anywhere and anytime. During COVID-19 pandemic, we cannot go to study in a classroom; in addition, online classes are the best way to study. Moreover, I can learn new knowledge when I finish a class.

Interviewer: How do you feel about testing and evaluation?

Interviewee: I expect that it will be according to the lessons and material that has been provided for the students. Moreover, testing and evaluation should be applied in real life.

Interviewer: And assignments?

Interviewee: I expect exercises that can be applicable in real life. I expect exercises which can help us to practice and apply in my daily life.

Interviewer: What are your expectations from lecturers?

Interviewee: I expect the lecturer that is expert in the areas of their subjects in order to receive the best and specific knowledge. For example, the lecturer of the hospitality industry course should be someone who is an expert in the hospitality industry or they have worked in the hospitality industry before.

Interviewer: Looking ahead, how do you expect to use English?

Interviewee: I expect to use English in daily life and at work. Nowadays we have to compete with AI or robots. I expect that my English can be used instead of robots or AI.

Interviewer: What do you expect from technology?

Interviewee: I expect technology to assist us to evaluate our knowledge such as grammar checking.

Interviewer: What are your thoughts on tech leadership in English learning?

Interviewee: I think it provides us with more convenience and accessibility to learn the English language than in the past.

Interviewer: And how does it impact Gen Z students?

Interviewee: In my opinion, technology can help me to access education faster and easier. Moreover, technology makes us receive news faster; on the other hand, we need to consume news carefully because there is a lot of fake news.

Interviewer: Which category do you expect the most?

Interviewee: The use of English in the future. In the future, as we compete with AI, I believe improving English skills will enhance our ability to stay competitive.

Interviewer: And the least?

Interviewee: Assignments, because I believe we have practiced sufficiently in the classroom. In my opinion, if we practice too much, it will make us feel tired and too loaded.