

**Thesis Title**      Generation Z EFL Students' Expectations for English Language Learning in  
Technology-enhanced University Context

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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