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Кваліфікаційна робота

Навчання англійської мови для студентів покоління Y

Бундович Жанетти Адальбертівни

Студентки 4-го курсу

Освітня програма 014 Середня освіта (мова і література (англійська))

Ступінь вищої освіти: бакалавр

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Ступінь вищої освіти: бакалавр

Виконала: студентка 4-го курсу

Бундович Жанетт Адальбертівна

Освітня програма

014 Середня освіта (мова і література (англійська))

Науковий керівник:

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Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Department of Philology

Teaching English to Generation Y students

Bachelor's Thesis

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Зміст

Introduction

Effective and efficient human resource management will help to optimize the performance of company, both in terms of income and expenditure. To achieve a good performance system and competitive companies, human resources (employees) include as a dominant character and carry out a significant role in order to support the company goals. However, when employees decided to leave their job (turnover) it will damage the company whether from the aspect of expense or interrupt the sustainability of organization. The turnover intention is the best predictor to observe an early signal on the existence of employee turnover (Slattery in Srivastava, 2013).

Many members of the millennial generation joined the companies as vital human resources and are now expected to be able to motivate a company to increase productivity. Millennial generations, which stand out for their distinct traits, were raised during a time of significant technological and communication advancement. Because of the existence of technology and the rapid development of communication, members of the millennial generation can manage their work-life balance by working from home rather than having to commute to an office (Meier, Austin and Crocker, 2010). Millennial generation is a generation that pays more attention to aspects of work life balance compared to previous generations. Work life balance is a construct that explains the individual's perception of balance that occurs within an employee in terms of work life and personal life (Hayman, 2005). Millennial generation needs their relationships with friends and family, and more interested in jobs that accommodate their personal lives (Spiro, 2006).

According to a survey by Sheahan (2008), millennial generation workers in the Asia Pacific area had the shortest working duration when compared to workers from other generations, with an average tenure of just 18 months. The millennial generation frequently changes employment without much difficulty. In less than a year, 21% of millennials, according to Gallup (2019), changed jobs. It is acknowledged that millennials' propensity to change employment is beginning to pose a danger to businesses.

Everybody participates in the "Rat Race" cycle today on a regular basis. People there don't have enough time to care for their family members or even themselves. According to De Silva (2006), reported by Kaluthantiri (2015), families are transitioning to a nuclear type from the extended family model that was once prevalent in Sri Lanka, when the entire family, including grandparents and other relatives, used to live together in one house. In a nuclear

family, parents typically leave their kids at daycare facilities or with a personal nanny while they head off to work.

Due to the complexity of work schedules, there was less time for family activities, including eating meals together. As a result, many people find it difficult to strike the ideal balance between work and life. As new enterprises joining the market have become a noticeable feature, the open market economy has tended to generate money in numerous ways and people are not subject to many tight laws after 1977. At the same time, a growing number of women are employed in operational roles. Each of these occupations has an own social tendency and associated issues. (Arachchige, 2013) Competition has risen as a result of the opening of the new economy and the globalisation of trade. It's crucial for businesses to look after their productive workers during organisational transformation (Rifadha, 2015).

So, it is important for employers to take care of their valuable employees. The concept of WLB addresses managing the work and family life. This concept was unique to neither our generation nor our profession. The idea of limiting working hours goes back to the late 19th century when the working hours of women and children were limited. (Raja & Stein, 2014)

The balancing of work and private life is a very important phenomenon, which is very important for various employees in the private and public sectors. It goes beyond the prioritization of professional role and personal life. It also influences the social, psychological, economic and psychological well-being of the individual. All of this is reflected in the individual's performance, which has a long-term impact on his performance at work. (Obiageli, Uzochukwu, & Ngozi, 2015) Arrival of Gen Y or Millennial generation to the workplace have become a challenge for many reasons. Importantly, characteristics and values which have shaped the workplace. There exist different work groups; "generations". They are "Traditionalist", "Baby Boomers", "Generation X", "Generation Y" and Generation "Z". Among them, Gen Y is now active in the job market. (Sa'aban, Ismail, & Fitri , 2013).

The **subject** of the research is teaching English to Generation Y students and their working preferences, focused on exploring the specific work-related preferences, attitudes, and expectations of Generation Y individuals within the context of English language learning. This subject area delves into how teaching English can address their needs and align with their working preferences.

The **object** of the research involves identifying and describing the unique characteristics of Generation Y individuals, such as their digital literacy, collaborative nature, desire for instant feedback, preference for experiential learning, or their emphasis on work-life balance. The

research aims to provide a comprehensive understanding of these characteristics and how they can impact teaching and learning processes.

The **main purpose** is to gain a comprehensive understanding of how individuals belonging to Generation Y manage and navigate the challenges and opportunities associated with maintaining a healthy work-life balance. The research aims to explore the extent to which Generation Y individuals demonstrate a preference for kinesthetic and visual learning, and how this information can inform instructional practices and enhance their learning experiences.

The research aims to explore the impact of technology on Generation Y students' learning outcomes, engagement, and overall educational experiences.

The research aims to provide insights and recommendations for educators, curriculum developers, and policymakers to tailor teaching approaches that align with the characteristics and maximize the learning outcomes of Generation Y students.

The members of Gen Y are those who were born between the years 1980 and 1995 (Stanimir, 2015). Managers have recently acknowledged how Gen Y differs from its forebears (Liyanage, 2017).

The phrase "Generation Y," which is frequently used in both academic and professional contexts, is currently being utilised to describe the concluding rings of generation series. These new generations of people are reflected in many perceptions, attitudes, and behaviour in all areas of society, particularly in business.

Part 1. Characteristics of the generation Y and features of teaching for them

1.1.The theory of generations and characteristics of a generation Y

Every generation has its own strengths, which can be a benefit within an organisation. Members of Generation Y, also known as millennials, have certain behaviours and skills that make them unique compared to other generations.

They are a group of people with an average age between 25 and 30 who are classified as lienage or generation in the social sciences lexicon. According to generation theory, people who share the same time period of birth have similar values, behaviours, and ways of life. This is because of when they were born. People exhibit traits comparable to those of others in the generation they are a part of while showing traits different from the behaviours of members of other generations since all generations share a set of characteristic specifications and judgmental standards.

Generations are classified according to the attitudes, feelings, and experiences of the community that gave rise to them. Although there is disagreement among authors as to which time periods make up a generation, the classification of generations has been considered competent with the general dominant opinion in the literature, and those born before World War II were defined as the Silent Generation, those born between 1946 and 1964 as the Baby Boomers Generation, those born between 1965 and 1979 as the X Generation, those born between 1980 and 2001 as the Y Genera and the ones born after 2000 as Z Generation.

Traditionalists or members of the silent generation are those who were born prior to 1945. Traditionalists like to use straightforward, easily summarised material such as direct mail or written communication. The smallest generation entering the world is known as the silent generation. This generation had to deal with issues including unemployment, financial constraints, hunger, and scarcity.

The generation that follows Generation X is known as Generation Y. The generation is often described as persons born between 1981 and 1996, with the early 1980s serving as the starting birth year and the mid-1990s to early 2000s serving as the ending birth year. The majority of millennials are the offspring of baby boomers and early Generation Xers.

One of the first generations to have grown up with computers, smartphones, the internet, and digital communication is Generation Y. This age is frequently at ease studying and utilising

the most recent technology. Instead of using more conventional methods of communication, Generation Y employees typically prefer to interact quickly and effectively using email and text messaging. In the workplace, they might swiftly adopt new technology.

The Generation Y is three times bigger than the Generation X (Schrode & Warren, 2003), who are their elder brothers and sisters. They were born into an over-planned world where everybody is occupied in doing something. This highly-educated generation experienced a transition from tradition to new era and defined themselves 'free souls'. Their most distinctive trait, which differs from other generations, is that they live together with the technology.

Therefore, it is remembered as the 'most technological generation'. Another event to have considerably influenced the Ys that was affected by the globalization as a first global generation is the rapid advancement of the information and communication technologies.

In addition to these main dynamics the events that played a part in personality formation of Ys are likely Dissolution of the Soviet Union, Death of Princess Diana, September 11 and Similar Terrorist Attacks, Natural Disasters, Political Scandals, War in Middle East and Reducing the Racism. Their most distinctive trait is their inclination to technology. Unlike the other generations they were born into technology and follow its daily development. The Ys often use technology in order to carry out the tasks they are commissioned. The Ys are adaptable to change beginning from their early age. We may suggest that their adaptation capacity is high. They are a generation who is able to keep pace with change, even like and want it. They are aware of speed of change. They can fulfil their all sorts of work very quickly. The Ys do not like waiting and do not know to be patient.

On the other hand, the members of the Generation Y can think more globally than the other generations can do as they were born into a globalized world. They respect other races, sexes, ethnic origins, cultural values and sexual choices. Depending on the terrorist attacks they suffered from, instabilities in politics and their distrustfulness for authority and politicians, the Ys prefer making short-run plans to long-run plans.

Another trait of the Ys is that they want any job they do to be fruitful and different. As they are resolved and selfreliant they hold their motivation high. They have ability to focus on more than one job at the same time since they are accustomed to participating in more than one course or activity as the child-centred families. The parents of the Ys are the 'helicopter parents' who always are around their children, control and protect them and meet all their requests. The message given by these parents to their children is the 'run towards home when things get worse' (Fleschner 2007), which may be maintained during the adult period of the Ys having an impact on their business life. They see the education as a key to be successful in business life. They

prepare themselves for business life through the trainings and courses they get, internships they attend and the part-time jobs they do during their lifetime. They consider the workplace as an opportunity to learn as they believe in the importance of the lifelong learning.

This generation likes to study expecting that the knowledge would make them powerful. Thanks to the advantage of being a technological generation the employees of the Generation Y do not have any difficulty in researching and may use the information they get for their job. They easily may access to information and use it to solve the common problems of the company they work for. "The Ys have an ability to compile information from different sources and use it to solve the problems filtering out the information they gather as they are exposed to information bombardment since they were born" (Buckley & Beu, 2001).

The Y employees want to be led at the corporation they work for and prefer an individual work supported by coaching. The 75% of the employees want a mentor. The 80% of them expect feedback from the executives (Adıgüzel & Batur & Ekşili, 2014). " In order to motivate the Generation Y, who challenge the authority, do not like the orders and hierarchy and not are impressed by the title and position, need a manager believing in and supporting them. As the children who grew up with the family support they want the older staff to be their manager – not their fellows. They need the fellow to have fun in the workplace and set up a pleasant work environment. The Generation Y expecting quick promotions because of their impatient personalities may easily change the job unless they are promoted. Changing job seems to be a normal thing for this generation. The Ys are not afraid of becoming unemployed as they trust in their families who are ready to support them. The Generation Y, with its character open to change, do not have a difficulty in adapting to the new companies in which they are employed.

They try to establish a balance between the business and family life as they care about their families that support them not only at home but during their career. Therefore they prefer working to live to living to work. So the motto of the Generation Y regarding life is the 'First live. Then work'. The members of this generation who are able to do more than one job at the same time and prefer multitasking jobs – even careers – want to be known by their careers not the job they do. The employees of the Generation Y attaching importance to the spiritual values in business life and demanding their opinion to be asked always want to be active in the company. "Instead of being a part of a chain that is unaware of what it is doing, they choose to be in a critical position regarding the vision of the company and involve in the innovation works to improve the company" (Schawbel, 2013).

The members of Generation Y like to stand out and do things differently. Social media is occasionally used by them for business information storage, communication, and pleasure. This

generation wants to work in a competitive setting and likes competition in business. Regarding performance evaluation, they insist that individual variances be taken into account. As members of a generation with a global perspective, they have no issues working for organisations with a variety of cultures and backgrounds. Compared to previous generations, they are more able to swiftly and easily adapt to the requirements of these types of businesses. The goal of Generation Y workers is freedom, not financial gain. Together with the mentoring of their seniors, they hope to advance their professions. In order to achieve their individual goals, they tend to advocate collaboration inside the organisation. The Y generation prefers instant messaging and email because they have an imaginative and entrepreneurial mentality that makes them desire to work for technology-integrated businesses. Because of their distinctive personalities, they might first dissuade the companies. However, as soon as they get to work, they might accomplish a breakthrough for the businesses that manage to use them effectively. Motivating the Ys is the best method to keep them on board.

The Generation Y is the largest generation of the world as most of the members are online to meet their needs, maintain their daily activities and even set up a business and make money on Internet (Anderson & Kennedy, 2006).

One characteristic of Generation Y employees is that they view the workplace entirely differently than other generations. Members of Generation Y often prefer flexible working hours and a more rounded work-life balance over working long shifts. They typically want to find the best blend of an enjoyable life with a fulfilling work environment.

Generation Y employees are often ambitious and confident. Many in this generation have high expectations and aren't afraid to seek employment elsewhere if their current place of work doesn't meet their expectations. Businesses can manage these expectations by providing the resources required to help develop Generation Y members. For example, an HR team may offer consistent professional development training and opportunities to advance within the company.

Because of modern technology, particularly social media, Generation Y has grown accustomed to getting answers and criticism quickly. While older generations typically prefer to pick up the phone and converse, this age frequently chooses to communicate in the workplace via chat or email. Giving Generation Y workers access to quick and efficient communication can frequently boost their productivity.

Gen Y members might be characterised as ambitious and self-assured. People can mistakenly believe that they are arrogant rather than self-assured. The importance of family and friends is greater to Millennials than professional success in their careers. Additionally, they have high expectations and a need for new challenges. Because Gen Y frequently has

unreasonably high expectations, reality frequently exceeds those expectations. That will make people upset.

Other traits of the Generation Y include:

• They seek a healthy work-life balance, flexible work schedules, and organisations with robust diversity policies. They also anticipate moving up the corporate ladder quickly.

• If corporate responsibilities don't live up to Millennials' expectations, they'll find another job.

• New technology influenced their upbringing. They will therefore benefit from the digital environment because they are accustomed to it.

• Gen Yers are driven by their appearance. Therefore, it is crucial for them to portray themselves through personal statements or other forms.

• Financial benefits are not as essential to them as personal growth and learning.

• It's astonishing how social media and social networks are used constantly and everywhere.

Characteristics	Maturists (pre-1945)	Baby Boomers (1945-1960)	Generation X (1961-1980)	Generation Y (1981-1995)	Generation Z (Born after 1995)
Formative experiences	Second World War Rationing Fixed-gender roles Rock'n'Roll Nuclear families Defined gender roles - particularly for women	Cold War Post-War boom „Swinging Sixties" Apollo Moon landings Youth culture Woodstock Family-orientated Rise of the teenager	End of Cold War Fall of Berlin Wall Reagan / Gorbachev Thatcherism Live Aid Introduction of first PC Early mobile technology Latch-key kids: rising levels of divorce	9/11 terrorist attacks PlayStation Social media Invasion of Iraq Reality TV Google Earth Glastonbury	Economic downturn Global warming Global focus Mobile devices Energy crisis Arab Spring Produce own media Cloud computing Wiki-leaks
Percentage in U.K. workforce*	3%	33%	35%	29%	Currently employed in either part-time jobs or new apprenticeships
Aspiration	Home ownership	Job security	Work-life balance	Freedom and flexibility	Security and stability
Attitude toward technology	Largely disengaged	Early information technology (IT) adaptors	Digital Immigrants	Digital Natives	„Technoholics" - entirely dependent on IT: limited grasp of alternatives
Attitude toward career	Jobs are for life	Oranisational - careers are defined by employers	Early „portfolio" careers - loyal to profession, not necessarily to employer	Digital entrepreneurs - work „with" organisations not „for"	Career multitaskers - will move seamlessly between organisations and „pop up" businesses
Signature product	Automobile	Television	Personal Computer	Tablet/Smart Phone	Google glass, graphene, nano-computing, 3-D printing, driverless cars
Communication media	Formal letter	Telephone	E-mail and text message (SMS)	Text or social media	Hand-held (or integrated into clothing) communication devices
Communication	Face-to-face	Face-to-face ideally, but telephone or e-mail if required	Text messaging or e-mail	Online and mobile (text messaging)	Facetime
Preference when making financial decisions	Face-to-face meetings	Face-to-face ideally, but increasingly will go online	Online - would prefer face-to-face if time permitting	Face-to-face	Solutions will be digitally crowd-sourced

Pic.1.1.1 Characteristics of generations

Source:

These are some of the things that someone from generation Y might say in a business setting, and they demonstrate the generation's enthusiasm for technology. Members of Generation Y were raised in a society where technology was gradually becoming commonplace. They are technologically savvy individuals who grew up with access to the internet, personal computers, smartphones, and other devices. As a result, they have a strong understanding of technology and heavily rely on it in their daily life.

They conduct many of their daily activities online, including communicating, buying, learning, and having fun, as well as more intimate ones like keeping up with friends and dating. This generation uses technology to boost workplace productivity. Many contemporary inventions, including those produced by Dropbox, Instagram, Facebook, AirBnB, and other businesses, were the work of this generation. They are so used to technology that they could experience nomophobia, or smartphone separation anxiety, if they are away from their smartphone. That this generation is reliant on technology is accurate.

When trying to stop millennials from using personal gadgets at work, many businesses make mistakes. Promote their usage of these gadgets for work rather than forbid it.

Personally, I use my smartphone for a variety of work-related tasks, including email response, cloud document editing, calendar management, having virtual meetings with coworkers, etc. Allowing your millennial workers to use their own devices at work not only boosts their productivity but also communicates your faith in their ability to complete their tasks without continual supervision.

While technology is ingrained in the daily lives of Gen Y professionals, don't let it replace all other forms of interaction. Encourage face-to-face meetings when necessary and create opportunities for them to interact informally with other employees, such as taking the whole team out for out-of-office lunches.

Generation Y members prioritise parenting and marriage over a successful job and a comfortable lifestyle. However, a lot of people of Generation Y had to re-locate with their parents as a result of the Great Recession and issues with work, money, and debt. The "Boomerang Generation" became another moniker as a result of this. 25 percent of Generation Y still lived with their parents as of 2015. Despite having a strong focus on family, Generation Y people married later than prior generations did.

Generation Y itself is more diverse than earlier generations. Its members support diversity and report being more tolerant of races and groups than previous generations. Generation Y is more open-minded than their parents when asked about controversial topics. Members of Generation Y are more likely than earlier generations to self-identify as liberals.

Compared to earlier generations, Generation Y has experienced a fall in regular participation in organised religion. One in four people of Generation Y claim to have no religious affiliation. Additionally, they are significantly less likely than previous generations to consider religion to be a significant aspect of their life. This transition has occurred for a number of reasons, including a widespread mistrust of organisations and being brought up by Baby Boomers who fostered independent thought in their offspring. Generation Y members thus acquired more independent views on religion.

1.2. Peculiarities of teaching for a generation Y

The Y generation is well-versed in technology and well-prepared to employ cutting-edge medical innovations. The use of new technology in teaching needs to be incorporated, therefore medical educators must keep current. Group discussions and hands-on instruction using simulations will be effective teaching methods. The key is collaborative learning with quick feedback in a real-world setting.

Lessons should not be taught primarily through lectures, according to teachers. When lectures are employed, they ought to include multimedia displays or actual patients for case discussions in which the audience is invited to participate. Residents should be included in a project or case study by educators that calls for active problem solving on their behalf. By include Generation Y in a technology advisory group, educators who are less familiar with technology might benefit from their experience.

In response, Generation Y claims that what they really want is work-life balance. Work does not come first, in other words. Instead of focusing on how they will fit into an organisation, millennials consider how that organisation will fit into their life. The desire of younger doctors to work less is difficult for older generations of doctors to comprehend and appreciate. Strong work ethics are essential in medicine and cannot be compromised. The argument about professionalism across generations, however, always arises as a new generation of medical professionals.

It is important to understand that professionalism is a journey rather than an end state. Although teachers and mentors can require certain behaviors, they cannot demand on-the-spot changes in life philosophy.

Programmes might start by concentrating on expected behaviours in the present, even if there are more long-term factors to take into account. Thus, observable behaviours should be stressed while educating Generation Y about professionalism. Medical instructors must to be at ease discussing even the most elementary behaviours, including acceptable business attire. Millennials like a setting with clear communication channels and strict regulations. They detest uncertainty. They appear to prefer a longer orientation period in order to process the material and comprehend what is anticipated as a consequence. It's critical to establish clear boundaries between suitable and inappropriate behaviours early on in residency training, especially with regard to punctuality, appearance, social media use, multitasking during lectures, and sharing personal information in work-related contexts.

It is critical to avoid making assumptions about what is "common knowledge." Faculty should refrain from calling residents' actions unprofessional when giving them constructive criticism. Feedback should instead outline the consequences for repeatedly engaging in problematic behaviour, as well as the particular behaviours that are unacceptable and the reasons why they are inappropriate. Even a professionalism contract may be something that programmes wish to think about. External rewards might be quite beneficial. Residents require a significant academic presence at this stage of developing their professional identities. Even when you want to turn away, keep going. Professionalism is a very challenging concept to describe, let alone teach, and faculty members will need to be particularly inventive and patient while working with Generation Y.

Like they did with their parents, Generation Y want a deep relationship with those in positions of power. They want to believe that their managers genuinely care about them. They desire to feel unique. Working with superiors who are personable, encouraging, effective communicators, and good motivators is preferred by Generation Y. However, a negative side effect of a close friendship is that Generation Y could informally discuss surprising or even sensitive information. Additionally, millennials are at ease expressing their ideas and suggestions without regard for the proper organisational structure. They have been educated that talking about anything you are feeling is okay. Medical instructors who are not used to such open dialogue may get uneasy as a result. Successful managers, according to Espinoza and colleagues[6], need to have a strong sense of self in order to hear this kind of feedback and not get defensive. Despite the difficulties that open vertical communication may bring (eg, openly

challenging authority), it can be a strength for the residency program if handled correctly. The communication style of Generation Y residents needs to be mastered by faculty physicians. The chance to provide a positive example for students about how to receive criticism is excellent. Generation Y is likely to start at the top of the programme hierarchy, thus programme leadership should be prepared to engage with them and receptive to doing so. Programme directors should be receptive to residents' candid comments and utilise it to inform future improvements to the programme.

Residents should not expect that their opinions will be directly translated into program changes. On the other hand, their honest feedback can be crucial to making important programmatic changes. Espinoza et a identified that successful managers of Generation Y individuals are good at forming mentoring relationships. Successful managers set expectations and patiently mentor millennials to goals. Medical educators may not understand the demands for a close relationship, particularly in a medical culture that is so hierarchically structured. They may feel like micromanagers or even worse, parents, but this is the comfort zone for Generation Y.

Tulgan calls this ''in loco parentis management,'' whereby managers function as parent figures to help Generation Y succeed. It is important to note that having a strong, continuing relationship with a mentor creates a safe space where one may accept criticism without getting defensive and learn from it. Redefining the position of the academic adviser to incorporate more of a parental function with regular meetings and individualised attention is one strategy. The mentor and residents might consult once a month to address matters pertaining to professionalism. Meetings with mentors would be centred on summarising progress, reiterating professionalism lessons, and imparting problem-solving skills. Faculty members should get used to playing a strong, directed position that is comparable to that of a parent, with tough regulations. As the emphasis may be on fundamental abilities like time management, organisation, and study skills, this might be taxing.

Educators are wise to identify residents early who are perpetually running behind or appear scattered and help them develop a basic schedule. At the same time, mentoring also may address deeper-level growth. Residents should be asked to self-reflect on strengths and weaknesses before providing feedback or to reflect on reasons for struggles or successes. Mentoring should also focus on developing priorities and independent decision making. Mentoring is needed to teach skills of stillness, contemplation, and self-reflection.

Millennials want to know immediately what they are doing right and wrong. At the same time, they may feel ill equipped to handle negative feedback as they have been told so often by

parents that they are truly wonderful. In fact, because of the way Generation Y was parented, they tend to have difficulty with problem solving, failure, accepting and learning from mistakes, and having realistic expectations. There is decreased accountability, responsibility, and independence. Regular meetings with mentors are a good way to provide summary data, but educators are encouraged to provide a lot of on-the-spot feedback. Tell residents what they need to learn and why.

Generation Y is particularly concerned with what peers think, so providing that objective information is useful. Feedback should be immediate, behaviorally based, and specific, and should be as clear and simple as possible. Use of 360-degree evaluations (including faculty, interdisciplinary staff, peers) to offer feedback from multiple sources will be highly valued. Verbal and written feedback are useful tools. When weaknesses and struggles are identified, mentors should assist residents in taking an active role in developing a plan for improvement. If residents become defensive, mentors should let them know they see the defensiveness and discuss how this may interfere with learning. This could evolve into a discussion about accepting feedback as an attribute of professionalism and practice-based learning and improvement. Programs should ensure that all faculty give the same message. On the positive side, a particularly effective tool for motivating Generation Y is praise from superiors and coworkers. Faculty and mentors should find creative ways to recognize the positives. For example, mentors may collect positive quotes from faculty, peers, and staff, and provide residents with a printed list. Residents will also appreciate it when successes are publicly acknowledged, and when positive patient feedback is shared with the entire program.

Educators have also discussed the nature of Gen Y and the challenges that they bring to the classroom. Evidently, the "old way" of schooling, namely the teacher as "sage on the stage," is not effective with Gen Y (Skiba 2008). Experienced teachers who have been around a while know that the values today's students hold are not congruent with tradi - tional course content and methods. Teachers who merely follow the textbook are likely to be perceived as "old hat." Therefore, teacher effectiveness depends on the ability to adapt instruction to the needs of today's learners. In his book Educating the Net Generation: How to Engage Students in the 21st Century, Pletka (2007) writes that a significant number of American youth drop out of high school in part because they feel disengaged in the classroom. Dropouts have a challenging future since more and more employment in the future demand a college degree. Similar to this, just 25% of EFL teachers in my native state of Aguascalientes, Mexico, include Internet-based activities in class or for homework, according to a poll I conducted with 100 middle school

students there. According to another poll question, 71% of students said their English classes are "boring" or "very boring."

The most salient characteristic of this gen - eration is its comfort with technology. Prensky (2001) refers to them as digital natives, or people born into a technological world. He contrasts them with digital immigrants, those of us who remember a world prior to PCs, cell phones, and video games. In other words, because they have never lived without a computer or the Internet, today's young regard information technology as a crucial aspect of their daily existence. It is typical to read news articles discussing how much time kids are spending at home on computers. The need for technology among this generation is best exemplified by a poll of 277 first-year British university students. According to Sandars and Morrison's 2007 research, learners are not only familiar with tools like wikis, blogs, and chat rooms but also think that these resources may help them learn in the classroom.

Oblinger (2003) adds that this generation seeks immediate information and understanding from the web and videos, not by looking through a textbook. This is substantiated by reports from different parts of the world that describe how an increasing number of students are opting to take online courses rather than trekking to classes (Poli - meni, Burke, and Benyaminy 2009). Teaching strategies for tech-savvy students ELT professionals have identified many useful ways to bring new technology into the classroom, including creating wikis; using WebQuests; implementing video-based activi - ties through sites such as YouTube; incorpo - rating video games and blogs; and making use of instant messages.

Last semester, teachers in our university language department read about these activities in Peachey's (2009) Web 2.0 —which is available online for free—and Sharma and Barrett's (2007) text on blended learning. These two sources alone offer teach - ers many leads on how to include technology in their classes. Apparently, an essential ques - tion for teachers about classroom behavior has evolved from "How can I keep my students from using electronic devices in class?" to "How can I use e-tools to get and keep my students motivated?" It is important to mention here that teach - ers need regular encouragement and guid - ance about how to use new technologies. PowerPoint, for example, is popular software that can promote interaction and learning.

However, for new users who lack the proper training, its menus, options, and icons can be daunting. And once teachers have learned how to create a presentation, they must also learn how to incorporate it into their class in a way that Gen Y will find engaging. Interestingly, younger teachers are often better demonstrators of technology at teacher meetings, and they can even

become the mentors of older teachers who are trying to assimilate technology into their classrooms.

A second characteristic of today's students is that they do not demonstrate the same work ethic as did previous generations (Manly and Thomas 2009). They value comfort and informality over rules and deadlines. Yet it would benefit teachers to reflect on the life experience of this generation. Gen Y wit - nessed, all too often, that their Gen X parents sacrificed to move up the company ladder and showed great loyalty to their employers, only to wind up stressed out, suffering through a broken marriage, or laid off due to downsiz - ing (Eisner 2005). Gen Y, therefore, prefers to work smarter rather than harder. They believe they can because technology makes them more efficient. Information and knowledge are readily available to them via the Internet, allowing them to complete projects faster. This generation believes it can outperform previous ones without paying such a high personal price.

First, teachers need to stop resenting stu - dents' apparent lackadaisical attitude and get on with the task of learning how to engage them. In other words, teachers and schools need to understand the nature of this genera - tion and adopt teaching strategies that work with them; otherwise, students will feel bored and learning will be minimized. Here is one way I try to better engage my university students. Every two or three weeks of the course, I write three questions on the board and ask students to discuss them among themselves. I then step out of the room for ten minutes.

The questions are:

• What do you like about the course?

• What do you dislike?

• What can Peter do to be a better teacher?

I ask one student to be a secretary and write down the most important comments that come up. If students want to comment in their first language, they may do so. When I reenter the room, the secretary reads the com - ments to me in front of the class. I respond by explaining how I can adjust the course or my teaching in accordance with their suggestions. It is fair to add here that not all teachers will be comfortable trying this technique, or it may not be appropriate in certain cultures.

However, my experience in Mexico has been that students appreciate being listened to and even having the opportunity to influence cer - tain aspects of the course. Gen Y individuals are kinesthetic and visual learners Human resource departments in today's firms have discovered the value of simulation software to recruit and train Gen Y (Skiba 2008). Simulations of the real world, or "virtual reality," engage and motivate Gen Y because they are visual and involve

learning by doing. According to Polimeni, Burke, and Benyaminy (2009, 66), employers realize that "if they want to appeal to this technologically savvy generation, they will need to dramati - cally change the way they market the account - ing profession." It begs the question: Don't teachers need to change as well? Similarly, in the field of education, Faust et al. (2001) describe the mismatch between Gen Y's learning styles and their instructors' teach - ing styles. She modified the teaching methods and materials being used in a university com - puter course to make them more attractive for today's students. Her research suggests that students prefer kinesthetic and visual learning activities over traditional teacher-centered and text-based tasks. McCrindle Research (2006) reported on research with Australian students and found 52 percent prefer to learn kines - thetically and 42 percent visually, while just 6 percent are primarily auditory learners.

To increase motivation to learn, we need to get students moving and include visuals in course work. Using concentric circles to exchange information, Find Someone Who… tasks, and rallies get students out of their chairs. PowerPoint presentations, YouTube videos, and student-made posters and draw - ings increase the visual nature of our classes. Here are two activities from my work week. First, each Monday I take a DVD and small TV from my home to use with a group of with five twelve-year-olds. I start and stop an action-packed video and ask the students to write sentences based on what they have seen. They write, and then they exchange note - books to check and correct their classmates' sentences. They also perform skits based on the segments. Second, at the university, I dedi - cate ten to twelve minutes each Wednesday to a song. A different student selects the song each week and prepares a cloze handout for the class. The student pauses the song, check - ing that all students have heard correctly. I always ask the student why he or she selected that particular song.

It is possible to add yet another challenge to the aforementioned difficulties that planning educators face: today's graduate students are mostly Millennials, born in between the years 1980 and 2001 (Alsop 2008). This cohort is sometimes referred to as "Generation Y," "Y-Gens," "Nexters," "Echo Boomers," or "the Nintendo Generation" (Delorey 2010). While it is risky to generalize or attribute a set of behaviors to this generation as a whole, the literature identifies key attributes of Y-Gens that could affect their receptiveness to a variety of teaching techniques. In this regard, the literature points out several characteristics that can affect the way in-class teaching is conducted (Eckelberry-Hunt and Tucciarone 2011). Specifically, Y-Gens are considered to be "civic-minded, team-oriented technologically savvy, multi-taskers, and impatient" (Delorey 2010, 477).

They tend to value participatory, hands-on, experiential learning (Portman and Teff-Seker 2017). At times, they are considered to be "stimulus junkies" (Pendergast 2015, 17): a generation that multi-tasks, becomes easily bored, seeks constant stimulation even in the classroom, and does not "highly value reading and listening to lectures" (Eckleberry-Hunt and Tucciarone 2011, 458). Likewise, Y-Gens are equipped with a high degree of visual literacy and are more receptive to targeted graphical messages and pictographic language in place of written language (Dobson and Dobson 2016; Mazor 2018). They often tend to value creative and interactive learning as well as mentoring by parent-like figures of authority (Lipkin and Perrymore 2009).

Although this broad characterization of Millennials might be regarded as somewhat negative and stereotypical, it does underscore the idea that the majority of the students in today's higher education classes value stimulation and mentoring and are accustomed to clear messages and visual cues (McHaney 2011). Given these attributes, what teaching methods would be most applicable to this generation of students?

Another challenge in conveying planning theories relates to delivery methods. Y-Gens are more inclined toward team-based courses and experiential learning (Senbel 2012) that shifts pedagogy away from traditional delivery methods such as static, face-to-face formal lectures.

Thus, in line with constructivist learning theories in the sciences (Eckleberry-Hunt and Tucciarone 2011) and social sciences (Senbel 2012), educators are increasingly using teamwork, peer-based learning, free expression, active learning, and reflection (Cushing, Bates, and van Vliet 2013).

They are also seeking to invent and integrate creative, flexible methods that abandon lectures (Auster and Wylie 2006) in favor of empowering students to be more responsible for their own learning process and success (Humer 2020) by enabling them to understand contextual matters and solve problems on their own (Teff-Seker, Portman, and Kaplan-Mintz 2019).

As a result, planning educators need to reconsider their toolkit of delivery methods. Indeed, on one hand, existing studies in the field of planning attempt to evaluate a variety of delivery methods. These include studios (Alizadeh, Tomerini, and Colbran 2017; Long 2012), study-abroad programs (Macedo 2017), field courses in planning (Abramson 2005), distance learning (Lawhon 2003; Shapira and Youtie 2001), service-learning and community engagement courses (Cushing, Bates, and van Vliet 2013), project-based learning (Portman and Teff-Seker 2017), flipped teaching (Buckman et al. 2019), case-based learning (Hoey, Rumbach, and Shake 2017), as well as courses that generally encourage hands-on learning (Hoey, Rumbach, and Shake 2017) and engagement with supporting technologies (e.g., GIS) in planning curricula (Minner, Evans-Cowley, and Afzalan 2019).

On the other hand, beyond these, studies that evaluate the response of students to particular techniques and delivery methods in in-class lectures are largely missing. This lacuna is detrimental to the teaching of planning theories whereby questions about delivery become acute in light of the large cadre of ideas and polemical and philosophical texts (Allmedinger 2017, 50), as well as the interdisciplinary nature of the theories themselves (Ferreira et al. 2015).

However, we must still engage Y-Gens in conventional, face-to-face, lecture-based courses, especially theoretical ones that introduce a range of ideas, concepts, and planning paradigms. Critics have maintained that such approaches are outdated and overly dependent on "readings and lectures about theory" (Hoey, Rumbach, and Shake 2017, 225) that suit academia but are "less than optimal for learning to become a professional planner" (Friedmann 1996, 101). Such allegations are not new. Rodriguez-Bachiller (1988, 31) noted that while lectures may boost the acquisition and understanding of knowledge, they do not promote the application of that knowledge effectively.

On a practical level, lecture-based courses are often regarded as inferior by those who agree that "here is no clear substitute for the learning-by-doing, problem-solving experience" (Lang 1982, 76). More specifically, such methods are criticized because, by design, they make students passive participants who simply memorize material in preparation for an exam (Bateson 1972), rather than engaging with the course content to apply it later on as practitioners.

Given that in-class lectures remain unpopular among students, there are few studies that examine them, let alone analyze the teaching aids and instructional tools they use. One possible reason for this gap in knowledge is that these "outdated" methods are not suitable for the twenty-first century (and Y-Gen) learning, and therefore do not draw the academia's attention.

Having said that, face-to-face seminars and lectures still have definite benefits. They are certainly still a key feature in many urban planning programs of academic study (Forester 2020; Symes 1982). Specifically, there is evidence that traditional delivery methods such as lectures are not obsolete, because "there are some aspects in the planning curriculum where it is hard to see why studio-based projects can be the (only) teaching method adopted" (Sturzaker 2014, 469).

In this regard, Worthen (2015) noted that traditional, less-active modes of learning are still important because good lectures stimulate debate, and teach students to analyze information, make logical connections, and concentrate. When comparing in-class discussions with computer-mediated discussions, Willson (2000) found that in-class deliberations ranked higher for legitimacy, sincerity, and comprehensibility. Likewise, Shapira and Youtie (2001) established that in-class courses can provide access to planning professionals and to speakers and

presentation materials. Although the COVID-19 pandemic and other processes have made online learning increasingly dominant, face-to-face teaching—even through video conferencing—remains relevant and important, although it requires adaptation to a digital format.

There are extraordinary thoughts. They want to step up their careers in business and have high salary expectations. They prefer workplaces with flexible working practices. They are success oriented (Woodvd, 2008; Hogg, 2012). Individually the members of Y Generation can be described as enthusiastic and technology savvy. Comfortable life is very important, technology is at the center of their lives. Quickly consumes new products coming into the market. 25 percent of the people living in Turkey constitute this generation. In Turkey, half of the labor force in the business world constitutes employees in the generation of Y. This ratio reaches 83 percent in the call center sector and 79 percent in the e-commerce sector. As of 2012, it is seen that just 3,3 percent of the management positions in Turkey were filled by Y Generation (Yasa & Bozyiğit, 2012). In another study, the basic values of the Y Generation are as follows (Hopkins & Stephenson, 2014):

• Self-confidence is high.

• They work with determination to succeed.

• Competitive. • Collaborative

• They prefer compromise as well as violence.

• Give importance to harmony with social values of their work.

• They do not like routine, they perceive "change" as a normal part of their life, and they even want "change".

• They are creative, and they have a "disproportionate" imagination.

• Their affiliation with the company is low.

As expected, this generation is more open-minded and distinct thinking on changes than the other generations. Y Generation is entering into business life with a different idea about traditional organizational practices, preferring hierarchical teamwork and social circles. Y Generation believes that older generations have better opportunities for education than younger and older adults and that they have more chances to be a high salaried worker than they have. Y Generation is more optimistic about their career than previous generations but thinks more pessimistic about the income situation.

Pew (2007) pointed out that less than half of the circle Y Generation believes that they will be as safe as their older generation in material respect; 62 percent of the population believes that it is easier for young adults to be hosted in the 1980s than adults today. Given these material concerns, 64 percent of Y Generation is believed to be the most important life purpose in life

(Pew, 2007). The most important factor in preventing Y Generation employees from leaving work is the company's reputation and image. Career and development opportunities are also important factors. According to Small (2009), the characteristics of Y Generation can be listed as (Small, 2009):

• They can do many jobs at the same time, they can easily complete cross-transactions. For example, while watching television, they use other media tools,

• Attention time is short, especially when compared with traditional learning methods.

• They have their own virtual etiquette and languages.

• The time they spend on reading is very small. But they learned to read and write at an early age.

• The ability of learning and developing language is weak. They can express themselves more in the internet environment.

• Neural flow and some parts of the brain that adapt to traditional learning methods have not developed sufficiently.

• The brain is configured for fast virtual calls.

• Privacy feelings are weak.

They prefer to share their personal thoughts and feelings with their friends on internet sites - even foreigners. Works more comfortably in digital noises in noisy environments. The Researches conducted in recent years reveals how different Y Generation workers are from their grandfathers. Beginning at the age of 20 and 30, these young employees want flexible working programs from their managers, more "personal time" at work, almost continuous feedback and career advice. On the periphery, they argue that their bosses can learn something from their young employees (Schawbel, 2012). The Y Generation is expressed in the form of a more educated, tech-savvy, human community that has learned everything from information sources and has been trying to discover the world globally (Türk, 2013). Being in a fast-paced environment and fast-paced expectation is one of the features that differentiate them from the older generations.

They do not follow traditional office rules and hierarchy (Schawbel, 2012). When compared to other generations, it is necessary to create flexible working hours, to organize trainings that enable them to use internet technologies, to set a vision to operate them, and to provide a strong communication network in order to ensure the commitment of this generation, which is less loyal to the other generations (www.un.org). Y Generation workers want to feel that they are part of society at work. According to Schawbel (2012), nine out of ten prefer a workplace that can be fun and social. Moreover, listening to organizational strategies is a real

desire to understand. Rather than a small geared song unaware of any major task, they chose to be at the critical point of the company's vision and to be in the innovation work for the company's progress (Schawbel, 2012). The working style of generation members who are ready to work hard as long as they have trusting and trusting executives can be different from the working styles of other generations (Zemke et al, 2013).

Therefore, they are not influenced by traditional hierarchy, titles, and positions in the pyramid structure. They do not make sense to have a strict hierarchy in the workplace as they grow, winnings and losses are always rewarded and presumably because their families patience and listen to them and include them in the decision-making process before making family decisions. The reason for their difficulty in understanding the hierarchy is that they have not grown up with it. Many Y Generation members believe that democracy in the workplace must be prevaling. According to this view, all individuals working at a workplace, regardless of seniority, must be informed of events and given the opportunity to have employees with good ideas (Schawbel, 2012).

They find that working more than forty hours a week suits their lifestyle. However, they are trying to change the understanding that this work should be between 9: 00-17: 00 hours. They think, however, that the workplace should be allowed to determine their own time frame. These generation members prefer a flexible approach and argue that as long as the job is done, it should not be taken care that it is done in an office or other environment (Zemke et al, 2013).

Conclusions to the 1st part

In conclusion, Generation Y, also known as Millennials, is a unique cohort with distinct characteristics that shape their learning preferences and styles. Understanding these characteristics is crucial for designing effective teaching strategies that cater to their needs.

Generation Y individuals are tech-savvy, having grown up in a world surrounded by technology. They are comfortable with digital devices, social media, and online platforms. Therefore, incorporating technology into teaching methods can enhance their engagement and provide interactive learning experiences.

Collaboration and teamwork are essential to Generation Y. They value social connections and prefer working in groups to share ideas and solve problems collectively. Incorporating group activities, discussions, and projects in teaching can foster their collaborative skills and promote a sense of community.

Generation Y appreciates experiential and hands-on learning. They value practical applications of knowledge and seek real-world relevance in their educational experiences. Teachers can incorporate simulations, case studies, and practical examples into their lessons to provide tangible connections between concepts and real-life situations.

Flexibility and autonomy are highly valued by Generation Y. They thrive in environments that offer freedom and independence. Providing them with opportunities to personalize their learning paths, set goals, and explore their interests can foster their motivation and engagement.

Instant feedback is crucial for Generation Y. They grew up in an era of instant gratification and expect prompt responses and feedback. Teachers can leverage technology to provide timely feedback, such as through online assessments or discussion boards, ensuring that students receive immediate guidance and support.

Generation Y individuals are global citizens, with a strong awareness of social issues and a desire to make a positive impact. Incorporating service-learning projects and community engagement opportunities can empower them to apply their knowledge and skills to address real-world challenges, fostering a sense of social responsibility.

So effective teaching for Generation Y involves leveraging technology, fostering collaboration, incorporating experiential learning, providing flexibility and autonomy, offering instant feedback, and promoting social responsibility. By understanding and embracing these characteristics, educators can create engaging and meaningful learning experiences that cater to the needs and aspirations of Generation Y students.

Part 2. Peculiarities of teaching English for students of generation Y
2.1. Gen Y balances personal and work lives

10 workplace issues most important to Gen Y job-seekers and workers:

1. Nurturing corporate culture. Gen Ys view having strong friendships with co-workers and bosses as extremely important to them. There is much anecdotal support of workers staying longer in jobs simply because they loved the people they worked with — and did not want to leave them. Management styles must be Theory Y for Gen Y. Consider too a formal or informal organization-wide mentoring program.

2. Job flexibility. Gen Ys not only want flexible hours and schedules, but remote work options because of their perception of the never-ending intersection of work and life. They see themselves doing work everywhere — except in a cubicle. Jobs must be designed to accommodate these workers personal lives, not the other way around.

3. Challenging work. Gen Ys, more than any previous college graduates, are graduating with a dynamic mix of academic and work experiences that have them positioned to contribute from day one. They are not interested in "grunt" jobs, or jobs in which they have to "pay their dues." They seek challenging work from the start.

4. Professional and personal growth opportunities. Gen Ys value lifelong learning. They also tend to get bored easily and seek out new things. They want employers that offer tuition reimbursement, sabbaticals and other growth opportunities.

5. Volunteering options. Gen Ys have been involved in service most of their lives and have a true commitment to bettering the world around them. Employers should develop organizational volunteering programs and options that allow workers to continue these efforts. Having an organizational culture that supports these values is essential.

6. Competitive salaries. Gen Ys — especially younger ones fresh out of college — have more debt (both student loans and credit cards) than any previous generation. They demand a salary that not only recognizes their contributions, but also helps them pay down the debt. Some employers even have programs in place to help these workers pay off student loans.

7. Advancement opportunities. While Gen Ys are certainly not the most loyal bunch (but don't blame them — blame those employers that downsized their parents), they do seek out

employers that have a plan for their success. Employers should examine and create new ladders to guide younger workers through a steady progression in the organization.

8. Recognition programs. Gen Ys were raised in a bubble of constant praise and recognition from their families and so this kind of constant reinforcement and recognition is something they expect. But please, no *Office Space* "flair" programs. Instead, implement authentic work recognition programs.

9. Business casual. Gen Ys, as a whole, have more tattoos and piercings than any previous worker cohort does — and that personal style applies to how they dress and how they want to dress for work. While they can look great in business suits, many prefer a work environment in which they can wear comfortable clothing that expresses their individuality.

10. Intrapreneurship programs. Study after study shows that Gen Ys have an extremely strong entrepreneurial focus — with many planning to start their own businesses (partly so that they can control their own fate). Employers can retain workers longer — while leveraging that entrepreneurial spirit — by developing incubator and intrapreneurship programs and opportunities.

Research after research has shown that Millenials value autonomy and independence in the job relatively highly, which frequently translates to a desire to work outside the boundaries of a 9–5 work schedule, whereas their parents and grandparents desired security and structure.

Having said that, don't mistake their need for flexible scheduling for indolence or a bad attitude towards their jobs. Gen Y is known to work 50–60 hour work weeks, including evenings and weekends, when given the right employee incentive and engaged in their work.

From flexible social media policies based on trust to the use of online chat tools that allow staff to work remotely, companies need to be prepared to change their management strategy to meet the needs of the digital generation to maximize their employee performance.

"When Millennials say they want 'balance', they don't mean work less. They mean work differently and more flexibly. There's a big difference", mentioned Cali Williams Yost in a piece for FastCo. The problem with our understanding of millennials (and I say 'our' even though I am one of them), is that the traditional language around describing work-life balance favors the old. 'Balance' to them (me) is flex hours and, perhaps, working from home. They want a "workplace where the programs and culture are more flexible," not the need to work harder or smarter.

Gen Y's penchant for technology has earned them the name 'digital natives'. As Marie Puybaraud explains, "Technology has been integrated into the lives of Digital Natives since early childhood, providing them with the skills to naturally adapt to it from a young age. They have

developed an innate understanding of digital and computer technologies, which have evolved into essential parts of their daily lives."

According to a 2011 worldwide workforce research on digital natives' working lives, they often spend two to six hours each day online. These behaviours have produced a generation of multitaskers that actively seek out connections and opportunities to use technology to further their careers and accomplish their professional objectives.

This means that managers will need to adapt processes and organizational culture in order to attract and retain star Gen Y talent that can become their high potential employees. From flexible social media policies based on trust to the use of online chat tools that allow staff to work remotely, companies need to be prepared to adapt to meet the needs of the digital generation in order to yield the best employee performance and improve morale.

While Gen Y employees do share some of their parents' and grandparents' generation's financial motivation, their work performance is primarily motivated by a desire for meaningful work and enthusiasm. The 'Start With Why' tenet of Simon Sinek has never been more crucial or applicable than when it comes to attracting and keeping Millennial talent. These young individuals are motivated by passion and a need to carry out important work that produces noticeable results. Because of this, it is even more crucial for businesses to maintain their WHY alive and at the centre of all they do.

But a truly purposeful job can't be conjured up out of thin air. As Nathaniel Koloc writes in the Harvard Business Review, there are a variety of manager qualities that leaders can draw on to keep passion-seekers satisfied and improve employee productivity. "Once you know the mission you're trying to accomplish, tell the world", Koloc explains.

"Call it marketing or communications or storytelling or design, but make sure you're getting across how much you care about your vision and how you're working towards it. If you do so correctly, you'll have their hearts beating before they've even heard the details. Things like start dates, vacation days, and even salaries and bonuses are then far less likely to be deal-breakers."

If there is anyone that truly understands what motivates Gen Y employees in the workplace, it is Lauren Friese, founder of TalentEgg, a site dedicated to launching the careers of new graduates. Friese explained in a recent news piece, "One of the most prominent stereotypes about Gen Y is that they like receiving a lot of feedback, and that is true. Immediate, effective feedback allows millennials to produce better results more quickly, making their work flow even more efficient".

For the Gen Y era, job happiness and work motivation depend heavily on regular performance feedback and open communication, including both praise and criticism. Offering opportunities for both formal and informal feedback is crucial when giving young workers employee feedback.

Although annual employee performance assessments can be helpful, managers should make an effort to check in with their staff on a weekly basis (perhaps using team communication software) and take the chance to recognise and encourage employees when necessary. According to Kelly Grigorio, "commenting on their progress makes the greater-good serving Millennial feel like they are working with a purpose."

We must be prepared to adjust to the changes that Gen Y is bringing to workplaces all across the world, just as our grandparents had to do when our parents started working.

I think Millennials can have a long-lasting good influence on how we live, work, and play if we open our minds to new ways of thinking and doing rather than tenaciously holding to outdated ways of being and thinking. So try listening rather than resisting.

Top of the list of career aspirations for Gen Y, and voted for by 60 per cent of them, is "interesting work". Understanding what interesting work means will of course entirely depend on individual preference. But just by knowing that the nature of the work they undertake is very important to Gen Y'ers, HR departments will be able to focus on the kinds of work their organisations offer these people in the early stages of their careers. But Gen Y is also similar to older generations, particularly the Baby Boomers, in its desire to have job security, the next most popular career aspiration, voted for by 47 per cent of respondents. Even though they are wise to the fact that jobs for life are hard to come by, Gen Y members still want some stability in their careers. This may be the result of general unease given the context of the recent global economic recession and the high level of youth unemployment.
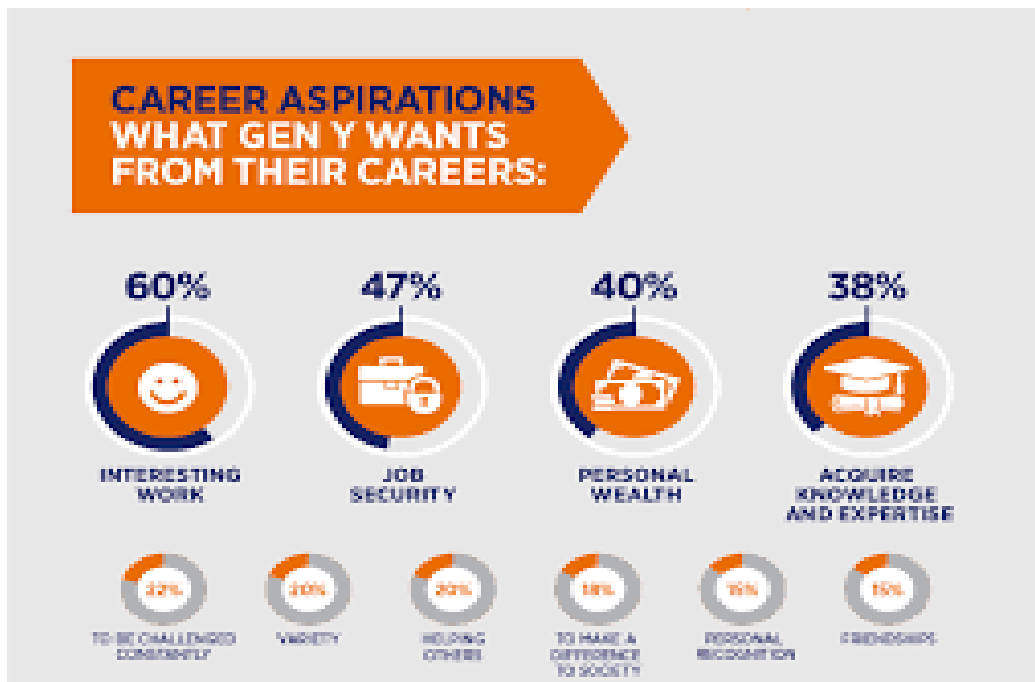
Pic.2.1.2 What gen Y want from their career?

Source:

https://www.google.com/url?sa=i&url=https%3A%2F%2Fsocial.hays.com%2Fgen-y-attraction%2F&psig=AOvVaw2ix2FnPDOGv3wHme0hdLEs&ust=1684346017829000&source=images&cd=vfe&ved=0CBEQjRxqFwoTCLjC7YK0-v4CFQAAAAdAAAAABAE

But it's not just benefits that Gen Y members look for when choosing an employer. Top of their list, according to 53 per cent, is the training and development offered by an organisation. There is a thirst for knowledge and life-long learning among this ambitious segment of the working population. They don't want learning to end when they leave formal education, but want training and development and even to study for professional qualifications throughout their careers. This does not necessarily have to be traditional employer-offered training and development, but can encompass a range of learning approaches from accredited in-house courses to free courses on iTunes U.

This focus on continuous learning plays a part in the overall level of ambition exhibited by members of Gen Y. Almost one third of those surveyed (31 per cent) cite the ability to progress quickly as one of their top five factors when choosing a potential employer. 29 per cent say a defined career path definitely attracts them to potential employers. The trend for flatter organisational structures may have placed a hurdle for organisations trying to offer this, particularly when talented individuals want to see evidence of how far they can progress.

Organisations need to approach succession planning in a very transparent manner which can help show Gen Y where they can progress to.

Flexibility at work is an important theme for Gen Y. It was rated the third most popular factor when choosing a potential employer, voted for by 37 per cent of the surveyed Gen Y members. This applies to both working from home and working flexible hours, and it could be seen as a response to the way technology has dramatically altered the workplace. Employees can be in contact with employers 24 hours a day, seven days a week and from a hand-held device. Equally, more work can be done remotely than ever before. For Gen Y members, the proliferation of communications technology has characterised the workplace throughout their careers so far. This has meant they are perhaps more comfortable than older generations with rapidly changing approaches to communication within and outside the workplace. But it also means that finding a sense of work-life balance is hard, and this is an important goal for them, with 49 per cent of them saying that achieving a balance between work and social life is an indicator of career success. More than one quarter (28 per cent) blame constant connectivity with not being able to switch off from work over the weekend. Two in three agree that technology is blurring the line between their work and social lives. And almost one third (30 per cent) can't resist looking at work emails when on holiday. More than half (57 per cent) agree that social media is distracting at work. Yet banning social media at work is a risky strategy, particularly given a study by Cisco of recent graduates and young professionals which found that 56 per cent would not consider working for a company that had banned the use of social media at work. All this means that it is essential, now more than ever, for organisations to review their technology and communications strategies and social media policies regularly to make sure they are set up to get the best from Gen Y employees. This could mean embracing instant messenger as a form of communication (36 per cent think this will be the most common way for people to communicate at work in five years' time). Or it could mean examining how social media can help an organisation recruit the right people, communicate the right messages both internally and externally, and collaborate with other companies, clients and customers.

It is equally important for companies to consider their approach to leadership in light of Gen Y's view of what ideal leaders should look like. This generation wants a new kind of leader: one that is fair, supportive and knowledgeable, and above all a coach and mentor. They want leaders who will encourage and help them to learn more to do their jobs better. A dictatorial approach will not go down well, but nevertheless leaders must show decisiveness, confidence and be direct. This needs to be borne in mind for current leaders, but also in light of the fact that Gen Y will be tomorrow's leaders.

Pic.2.1.3. Five most important leadership qualities

Source:

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.thebalancemoney.com%2Ftop-leadership-skills-2063782&psig=AOvVaw0Jy53QdUOz80gV_c6tjqw1&ust=1684346622554000&source=images&cd=vfe&ved=0CBEQjRxqFwoTCIjn8aK2-v4CFQAAAAAdAAAAABAJ

Traditional models of command and control style leadership have long been out of vogue in progressive organisations. But a new model of leadership is emerging, as a new generation of workers begins to make its mark on the British workplace. Gen Y want something a bit different from their leaders. 51% of respondents really want a coach or a mentor for a boss and they are less motivated by traditional leadership styles.

The establishment of relationships and engagement among employees is aided by workplace fun (Plester, 2016). It is crucial for people to cooperate with one another in a cheerful manner. The success of teamwork is mostly a result of this ambition. Increased team member engagement is necessary to establish group cohesiveness in business teams (Flanagan & Finger, 2014). The following theory was established to explain how teamwork and fun at work are related.

Team member is devoted to group success. Therefore being a team will increase the total commitment to the organization (Gibbon, et al., 2002). Team working ability of team members depends on the level of the trust among members. Trust has a positive influence on

organizational commitment (Crossman & LeeKelley, 2004). Following hypothesis was developed to explain the relationship between team working and organizational commitment.

2.2. Gen Y individuals are kinesthetic and visual learners

The learning methods of the various generations who grew up with diverse technology show a clear distinction (Tapscott 1998; Howe and Strauss 2000; Oblinger 2003). The Baby Boomers, those born between 1946 and 1964, were mostly influenced by television in terms of personality traits. During their formative years, the ideals of society underwent a noticeable transition for Generation X (born between 1961 and 1981). They have become tough, pragmatists, and individualistic as a response to the excesses of idealism. They have a history of being cynical, practical, and unimpressed with authority as a generation. They are adaptable and balanced, and they feel most at ease in informal settings (Zemke, Raines, and Filipczak 2000). According to (Dede, 2004, 3), computers and the Internet are the key technical factor influencing the characteristics of those born after 1982.

Television-shaped students (Generation X) are described as passive observers, assimilating a single version of 'truth', while Internet-shaped students (Generation Y) are portrayed as active seekers of information, judging among competing opinions. Generation X students are represented as more subservient to hierarchical authority than Generation Y students, who in contrast are seen as more independent, intellectually open, innovative, curious and self-reliant (Dede 2004, 3). Current academic literature attributes a number of very specific characteristics to Generation Y students.

Generation Y students are described as confident, independent and individualistic, self-reliant and entrepreneurial (Martin 2005) and at the same time socially active, collaborative, team-oriented and used to having structure in their lives as a result of the parenting they have received (Tapscott 1998; Shih and Allen 2007).

Despite being independent they are seen as being emotionally needy and consequently constantly seeking approval and praise (Crumpacker and Crumpacker 2007). In terms of work they are capable of multi-tasking quickly, are results-oriented and have an appetite for work and pressure (Shih and Allen 2007).

Because of the prevalent use of technology, Generation Y students will process information differently and will approach academic research differently. Through the use of the Internet, Generation Y students have access to virtually any information they might want, from a very young age. Because they view unregulated information, they have a problem in determining whether what they are reading is valid or accurate (Roberts, Foehr, Rideout and Brodie 1999). Generation Y students are said to prefer receiving information and feedback quickly; to be adept at processing information rapidly (Prensky 2001); to prefer multi-tasking and non-linear access to information (Ashman 2002, 8); to have a low tolerance for lectures (Baron and Maier 2005, 59); to prefer active rather than passive learning (Brown 2000); to rely heavily on communication technologies to access information and carry out social and professional interactions (Mitchell 2003). It does not necessarily mean that these students want more technology in their education as they use this extensively in their personal lives. It is also acknowledged that not all students in higher education are Generation Y students, and that age may be less important than exposure to technology (Oblinger and Oblinger 2005).

Generation Y students therefore deal with information differently from previous cohorts: ' [T]hey develop hypertext minds, they leap around' (Prensky 2001). A linear thought process is much less common. They have the ability to piece information together from multiple sources. However, research suggests that 60 per cent of homework time on the computer overlaps with secondary activities (Foehr 2006, 20). This multitasking exists as a Generation Y student characteristic despite evidence that the concentration and retention capacity of the brain is compromised when more than one activity is introduced (Just et al. 2001). Generation Y students have grown up with widespread access to technology and are able to intuitively use a variety of IT devices and navigate the Internet. They are more visually literate than previous generations and are able to express themselves using images.

Due to the prevalence of visual media, their text literacy may not be as advanced as that of earlier cohorts. According to (Milliron 2008, 415), the majority of students who graduate from colleges lack the practical skills traditionally associated with a bachelor's degree, and there is strong evidence that students' preferences are not well aligned with their long-term interests.

Reading and concentration are essential components of lifelong learning and are strongly associated with success in the workplace. Only 31% of Americans with bachelor's degrees reportedly have the literacy skills necessary to compare opinions after reading two newspaper editorials (NEA 2007, 10).

The deterioration is worst among Generation Y students, with two-thirds lacking 'active reading habits'. Even when reading does occur, the quality of the reading shows a general

decline as it is often combined with other media, resulting in 'less focused engagement with a text' (NEA 2007, 10).

The generic preferences of Generation Y students can be summarised as follows:

• They prefer to learn and work in teams where a peer-to-peer approach is common, with some finding peers more credible than lecturers when it comes to determining what is worth paying attention to.

• They are very achievement-oriented with a preference for structure rather than ambiguity.

• They have a preference for interaction and are motivated by inductive discovery, making observations, developing hypotheses, and learning the rules. They prefer to get knowledge quickly, therefore if a class is boring, passive, or moves too slowly, they will frequently decide not to pay attention.

• They are more comfortable in image-rich environments than with text. They will refuse to read large amounts of text, whether it involves a long reading assignment or lengthy instructions. They prefer doing things, not just thinking, listening or talking about things.

• They prefer working on things that matter – such as addressing environmental concerns or community problems.

Flexibility is defined as the ability of workers to decide when, where and how long they perform work-related tasks (Hilla, et al., 2008). Gen Y values a flexible work environment that gives it the ability and freedom to work toward its own goals. They think they work smarter than hard and lead a smooth life, allowing them to respect their personal and professional responsibilities and to defend their interests outside of work (Kumar K. , 2017).

Various scholars have found that there is a significant relationship between flexibility & freedom with the WLB of the millennials as they prefer more flexibility & freedom while doing their work. Clark's (2000) work-family boarder theory indicates that there is a strong correlation between work flexibility and WLB. According to Umalakshi (2018), Gen Y prefers work flexibility and career flexibility as it faces new opportunities.

They consent to difficult duties in exchange for the opportunity to work fewer hours. They emphasise striking a balance between work and family obligations and are open to working remotely. According to the study's findings, management and independence are two elements that have a significant impact on the career aspirations of B-School students. These students seek a position that will allow them to exercise their creativity, leadership, and entrepreneurial ideas. Additionally, Gen Y demands independence in its work environment and autonomy in its how, when, and where. Incidentally, all members of the population have more freedom and flexibility

at work, with work becoming more mobile and more flexible in response to a number of drivers. Flexible work, therefore, remains an important tool for capturing key people so that the company is ready to get on the right track (McEwan, 2009) as cited by (Islam, Yusuf, & Desa, 2011).

Gen Y requires flexible work schedules as well as remote employment opportunities because it believes that work and living have an ever overlapping interface. Jobs must be created to fit these people' personal lives, not the other way around. Even their clothing is very different from how they wish to dress for work. Even though they may look stunning in suits, many people would rather work in a setting where they may dress comfortably and uniquely (Jarret, 2014). Millennials appreciate a perfect WLB and expect flexibility and freedom in the execution of their work and it turns out that flexibility and freedom will definitely have an impact on the job, which seems more attractive to Gen Y, who are currently choosing the career (Hossain, 2018).

Furthermore, Nikolina Birimisa's (2016) study to determine whether Gen Y in Croatia has a healthy work-life balance discovered a substantial positive link between flexibility and WLB for Gen Yin Croatia. Additionally, the outcome demonstrates that Croatia's lack of flexibility prevents Gen Yin from achieving a WLB. The research that was reviewed demonstrated a connection between flexibility and freedom and WLB. It is a crucial aspect in determining Gen Y's WLB.

Motivation is defined as a psychosomatic process that directs a person to behave in ways that satisfy the certain unmet need (Latham, 2011). Motivation can be divided into categories known as intrinsic motivation and extrinsic motivation (Coetsee, 2002) as cited by (Oktosatrio, 2018).

According to Hossain (2018), a person's motivation has a big impact on their WLB. Numerous research have revealed a significant correlation between millennials' WLB and motivation. According to Susanna and Riitta (2014), working millennials have expressed more interest in intrinsic motivational factors than in extrinsic ones. Representatives of Generation Y are motivated by competitive pay, professional possibilities, options for training and growth, as well as difficult work. It becomes important to persuade an employee to take part in new training or a project in addition to the pay consideration (Valickas, 2017).

The findings of a study on the behaviours of "Gen Y" in the workplace in Penang revealed that technology, compensation, perks, and communication about career advancement coaching were important elements in motivating the behaviour of Gen Y at the workplace (Islam, Yusuf, & Desa, 2011) Susanna Kultalahti and Riitta Liisa Viitala (2014) conducted a study to identify the millennials' perceptions of what constitutes motivation at work said that Millennials

who work full-time have written more about intrinsic motivators than about extrinsic motivations. In addition, there were several dichotomies of positive and negative factors responsible for motivation/demotivation. Thus, the results to some extent contradict those of Herzberg. They further found that the balancing of work and family life must be taken into account when creating the conditions for millennial work motivation.

2.3. Technologies for teaching students of generation Y

Nowadays, a lot of schools have their own computer network. The management, upkeep of a library catalogue, student computer labs, and some teaching generally use this. However, these networks can also be used to provide covert, unobtrusive support for kids and their teachers. A ubiquitous school network (USN) can be built with current technology by integrating UAs into a school network.

This invention is feasible as long as every child has access to a networked computer. Students may be given distinctive network profiles that enable identification and access to settings tailored to their particular needs. Each child's choices and pertinent information will be saved in the system. Since mobility is crucial, the system must make sure that the data follows the child wherever they go. Every young person will have a personal, portable, virtual helper who will be available whenever required. By setting up access levels within the system, personal privacy can be preserved. Even though the USN will save personal data about students, including their medical history, contact information for their parents or guardians, learning profiles unique to each student, and any relevant behavioural issues or trends, only information that is relevant and acceptable will be available to students in the classroom.

Both the teacher and the student will be able to use the system in the classroom. The virtual assistant will be able to communicate with the learner via a computer and assist and direct them both verbally and visually. UAs combine the qualities of mobile, flexible, adaptive, and autonomous agents. They are software-based, thus there are fewer time and space limitations because they don't have any physical mass. They can move around a network and communicate with other systems. This makes them accessible both online and through the Internet, in addition to the school network.

The input methods used by the USN include: − Voice - using voice recognition and voice identification − Keyboard, Mouse/Joystick; − Gestures and Eye/head movement input offer non-verbal communication and interaction. Although not widely used as yet, as schools improve their

technology with cameras and wireless sensors this input method will be more practical and comprehensive. Output methods include: − Voice - Verbal communication is natural and can also support development of language skills; − Sounds - Using built-in speakers, various sounds and music can be produced; − Screen (monitor) - good for visual learners, and useful for showing visual media; − Gestures: This form of output can not only provide more meaningful communication and understanding between child and helper, but can also be useful when demonstrating physical concepts. Gestures can be viewed on a computer screen. However, when roaming school robots become commonplace, this type of output will be used a lot more in schools.

At present time, it is not the intention of the introduction of UAs to alter the curriculum in schools. It is intended to serve as a supplement to help kids receive the right amount of stimulus, engagement, and motivation. Additionally, it will give students something to do when their focus flags. Like a virtual friend or avatar, they can have a personal assistant. In the classroom, students will be able to access their individual UAs. The number of computers accessible and the age of the students will determine how much access time each student is given. For instance, primary school children who have mastered other fundamental skills may spend more time on the keyboard than first and second graders who are still learning them.

The teacher can set up the class so that students are working on various projects or difficulties while also having access to the UNS for information gathering or sending. UAs can access the Internet to find whatever information the student would require. They can be used as a study helper, an avatar friend, a virtual robot or messenger to get in touch with other friends or their representatives, among other things. A student's personal UA will appear on the computer screen when they sit down in front of a school network computer and log on. When the student logs off and moves to another classroom, or computer laboratory, the student can logon there and the UA will be available at the new location. In the near future, UAs will also be able to move into a selection of specialised mobile systems such as: robots and avatars.

Therefore, it makes sense that teachers and administration in higher education frequently experience a sense of being "digital immigrants," or people who were not born into this digital environment. The so-called "Silver Surfers" (CIBER 2008, 21) will adjust to the new culture more readily than other immigrants, but the majority of elderly Americans will still speak with a "old world" accent and still use or remember a world of pen and paper (Simpson, 2007). Although Gen Y is often seen as lacking commitment and fearing intimacy, the rise of social networks via technology is redefining the very concept of friendship to include cross-country and international relationships and conversations that flourish online . Although that may be true, too

often those friendships and conversations are artificial and only surface deep. High school students compete for the most friends online, numbering them in the hundreds. Many such friendships are characterized by a focus on self, constant expectations of speaking to an audience, and sharing of personal, even intimate, information. Relationships may be created online, but they are also terminated there. The distance and relative safety digital technology affords its users have often produced a lack of online manners and responsibility as well as insensitivity and even cruelty to others. Another manifestation can be harsh, anonymous criticism, a key element in the growth of online bullying, especially among young adults. On the positive side, digital natives serve as ambassadors who are bringing cultures, countries, and religions closer with online communication (Nasseh 2002).

Although Gen Y seems to prefer physical isolation in social and learning activities, it works well collaboratively and is comfortable and eager to contribute to the knowledge bases of the digital community . Ironically, Gen Y may be simultaneously the most-socialized generation in the digital world and the most-isolated generation in the physical world. Yet for all those definitions of Gen Y, like other generations, there are many exceptions and contradictions.

For example, Gen Y students are aware of body image and well-informed about diet and exercise, but trends indicate that one-third of them will be obese by 2013 (West 2005). They embrace new technology but seem complacent about political issues. They declare that the Internet has made physical appearance unimportant and believe that what one has to say is what is truly important.

However, their heroes are the highly paid and visible performers and sports stars in today's media . Digital natives have spent their formative years in an age that gave rise to the World Wide Web . They have no memory of or nostalgia for a pre-Internet history . Just as the Vietnam War defined the Baby Boomers, Afghanistan and the Iraq War as well as the "War on Terror" may define Gen Y.

Throughout the twentieth century and into the twenty-first, the role of technology in teaching and learning has evolved. The renowned behavioural psychologist Skinner (1954) predicted that humans were about to undergo a significant transition and that considerable reform of educational practises was essential. Skinner also presciently suggested employing machines to carry out the majority of the teacher's duties by arguing that preprogrammed learning and testing machines are a component of an overall improvement in teaching procedures.

Generation Y analyses and processes information differently than previous generations as a result of the changing environment and the sheer amount of its technological contacts. Some studies even contend that the brains of people from prior generations and those of digital natives

differ physiologically. Children raised in a media-rich, interactive digital environment tend to think and learn differently because they are physiologically different from those raised in a non-digital environment. More specifically, early exposure of infants and young children to various stimuli can affect neurological development or the evolution of neural networks. In contrast, "[W]e are not them because our world is not theirs" (Fausto-Sterling 2000, 1254). Their learning methods are no longer similar to ours. Digital technology is influencing Gen Y and changing the human brain the way we think. One authority believes that the human brain's digital input has rewired it, helping it to respond faster, sift out information, and recall less (Woods 2006). The sheer mass of visual, auditory, and verbal information in today's world is forcing digital natives to edit, sift, and filter more. For example, the brevity of text messaging has spread to e-mail and other communications, rewriting English with simpler spelling and symbols.

Additionally, Gen Y processes information in narrative images, with symbols and visuals acting as a supplement to or even a replacement for words. Students today have become accustomed to the rapid pace of video games and MTV. They lack patience for lengthy lectures, detailed instructions or cognitive processes, or conventional testing. Their encounters with digital technology have made them feel that traditional teaching approaches are uninteresting in comparison.

This system can be utilised at all educational levels, and UAs can be embedded to help older students while they are on the go if they are utilising portable wireless devices like PDAs or mobile phones. UAs are also used in behavioural therapy. Their use by kids with obsessive compulsive disorder (OCD), a condition that affects 1-2% of students, is the subject of ongoing research. For these kids, a virtual aide who is catered to their individual interests could provide calm, efficient support in the classroom. Without exposing them to others or putting them in danger of being teased, the UAs can assist these kids in overcoming their worries and fears. (Jones, Hunt and Jo, 2006).

Conclusions to the 2nd part

In conclusion, Generation Y, also known as Millennials, have unique work characteristics and learning preferences that impact their professional lives. They value work-life balance, seek meaningful and fulfilling careers, and desire flexibility in their work arrangements.

They want fulfilling employment that reflects their principles and enables them to have a beneficial influence on society. Opportunities for professional, academic, and personal

development are important to them. Top Gen Y talent is more likely to be attracted and retained by companies and leaders who offer mentoring programmes, training opportunities, and clear career advancement pathways.

Transparency and open communication are essential to Generation Y. They appreciate leaders who are approachable, transparent about organizational goals and decision-making processes, and open to feedback. Leaders who provide regular communication channels, foster a collaborative and inclusive environment, and encourage two-way dialogue are more likely to gain the trust and respect of Generation Y employees.

Technologies play a crucial role in teaching Generation Y as visual learners. Visuals, such as infographics, videos, and interactive presentations, can effectively engage their visual senses and enhance their learning experiences. Online platforms, virtual reality, and augmented reality can provide immersive and visually stimulating learning environments, catering to their preference for visual content.

Moreover, Generation Y's familiarity with technology makes it easier to integrate digital tools into teaching. Online learning platforms, educational apps, and multimedia resources can be utilized to deliver visual content and facilitate interactive learning experiences. These technologies provide flexibility in accessing educational materials and allow for self-paced learning, which aligns with Generation Y's desire for autonomy and personalized learning.

Understanding Generation Y as visual learners can guide educators in developing teaching strategies that effectively utilize visual aids. Incorporating visual elements, such as diagrams, charts, and images, can help explain complex concepts and improve information retention. Additionally, interactive activities, such as visual simulations and virtual labs, can engage Generation Y learners in hands-on experiences that cater to their visual learning preferences.

In conclusion, recognizing Generation Y's work characteristics and utilizing technologies that align with their visual learning style can create more engaging and effective teaching experiences. By incorporating visual aids and interactive technologies, educators can cater to the learning preferences of Generation Y as visual learners and provide them with the necessary skills and knowledge to thrive in their professional lives.

Part 3. Experimental Research

The purpose of the study about Teaching English to Generation Y students is to understand the most effective methods and approaches for teaching English to this specific group of learners. This includes understanding their learning styles, preferences, and needs, as well as the challenges they face in learning a new language. The study aims to identify strategies and techniques that can be used by educators to engage and motivate Generation Y students in the English language classroom, and to help them achieve their language learning goals.

Furthermore, the study may also investigate the role of technology in teaching English to Generation Y students, as this is a generation that has grown up with digital devices and is comfortable using technology in their daily lives. The study may also seek to understand the relationship between language learning and personal and professional growth for Generation Y individuals. This includes examining how proficiency in the English language can impact their career prospects, cultural awareness, and overall well-being.

Additionally, this questionnaire may investigate various aspects of work life, including job satisfaction, work-life balance, career advancement, and professional development opportunities. It may explore how Generation Y's attitudes towards work differ from those of previous generations, and how their expectations and values shape their work experiences.

Overall, the purpose of the study is to gain a deeper understanding of how Generation Y individuals learn the English language and how language learning can contribute to their personal and professional development. The findings of the study can be used to inform language education policies and practices that are tailored to the needs and preferences of this particular age group.

3.1. Research instruments

A questionnaire is a research instrument that is commonly used in survey research to collect data from a sample of participants. It consists of a set of pre-written questions that are designed to elicit specific information from the respondents. Questionnaires can be administered in a variety of formats, including paper and pencil, online surveys, or interviews. I chose to use Google Form to create my questionnaire.

However, there are several reasons why I used this form of research:

1.   User-friendly interface: Google Forms has a simple and intuitive interface that is easy to use for both the creator and the respondents.

2.   Accessibility: Google Forms can be accessed from anywhere with an internet connection, making it easy for respondents to fill out the questionnaire from their preferred device.

3.   Customizable design: Google Forms allows you to customize the design of your questionnaire by adding images, videos, and changing the color scheme.

4.   Data management: Google Forms automatically collects and compiles data from the respondents, making it easy to manage and analyze the data collected.

5.   Collaboration: Google Forms allows multiple users to collaborate on a single questionnaire, making it easy to share and edit the questionnaire with others.

6.   Cost-effective: Google Forms is a free tool provided by Google, making it a cost-effective option for creating a questionnaire.

The survey consists of 16 questions which participants should answer. The first two items ask about age and gender. My questionnaire were completely anonymous.

3.2 Participants

The questionnaire is intended for Generation Y. The main audience is people born between 1981 – 1995. Today their age is from 28 to 42. The survey is concentrating on teaching people born in the Y generation. Their working and learning preferences, habits and importances. The heading of the questionnaire is "Learning English and working as a Generation Y person".

It was filled out by the people I worked with in England, quite a few people completed it from my sister`s workplace in Budapest and some of my acquaintances from Transcarpathia. There are 51 questionnaire that have been returned.

3.3 Findings

The first question asks the gender of the participants. It was completed by 31 femals and 20 males.

Gender
51 válasz

Male
Female

60,8%

39,2%
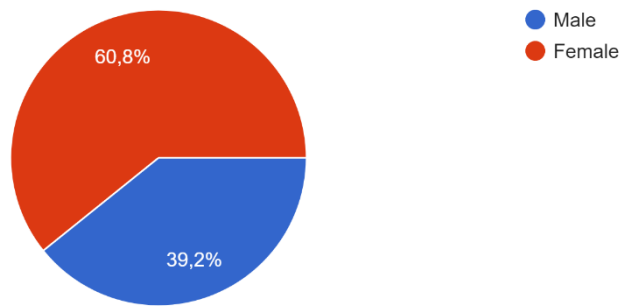
Figure 3.3.1 The Gender Percentage of Partcipants

The second question asks the age of participants. The questionnare was sent to people between the age of 28 – 42. 8 of them is 28 years old, 9 of them is 29, 4 of them is 30. Rest of the participants above this age, to the maximum of 42.

The 3rd question of the questionnaire asks to indicate how challenging it was for them to learn English as a second language. The majority of Generation Y had no problems to learn the English language.

It is important to note that the challenges faced when learning English as a second language can vary greatly depending on an individual's native language, educational background, exposure to English, and personal learning style. Some individuals may find certain aspects of English easier or more difficult based on these factors.

If English is your second language, how challenging was it for you to learn it?
51 válasz

Not challenging at all
Slightly challenging
Moderately challenging
Very challenging

27,5%

7,8%

11,8%

52,9%
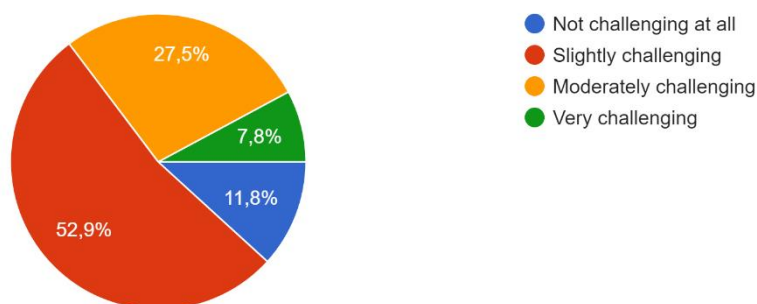
Figure 3.3.2 The Percentage of challenges learning English language

In the fourth question, is wanted to know where and how the participants learned English language. In addition to the 5 choices, they could also give their own answers.

- Primary/Secondary School
- College/University
- Courses
- Internet
- Books/Vocabularies
- Internet, Primary/Secondary School
- Primary ,Internet
- Internet, books and games, and school

21,6%

5,9%

47,1%

1/2
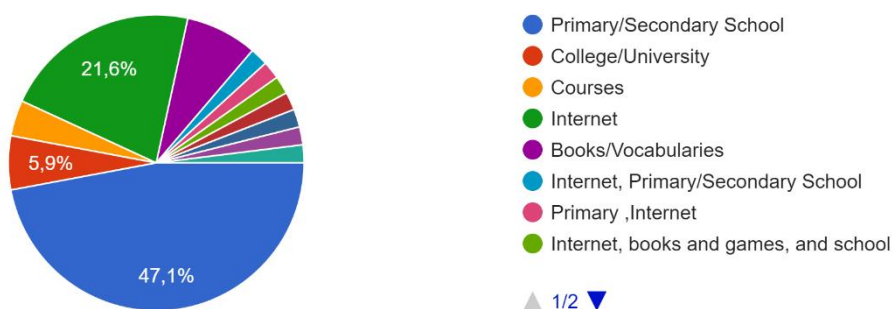
Figure 3.3.3 The Percentage where participants learned English

The majority learned English at school and on the Internet. Individuals in this generation rarely use only books for learning. There are those who learned the language from several resources or studied the language in higher education.

The 5th question is: „If you studied English language at school, what would you change in the way of teaching?" Everyone had to write their own answers to this question. 34 people answered. There were several interesting and thought-provoking responses. This is how I, as a teacher, know what to pay attention to in my lessons. Here are a few responses:

- Having friendly conversations with the students.

- Give more importance to grammar rather than literature.

- Including more speaking tasks during the lessons because most people face challenges during speaking a foreign language.

- I would change that the first thing we had to study was the rules. First, in my opinion is words and phrases.

- I would focus on everyday conversations.

- It should be teaching every day and teachers should take it easy on you if you make mistakes during speaking.

- Making it more interesting.

- Making the lesson more interactive.

- More communication, listening, collaboration, empathy, and patience.

- More patience and communication.

47

- More practice and speaking.

- My teacher, she was not a good teacher.

- Practical things would receive more attention.

- Stronger education.

- To concentrate more on speaking and listening skills. To learn more about everyday English, basic conversations.

- Focus on words that actually used in conversations and by English people.

- Less technical methods, learn more by practice and fun.

- More practice and learn more about the grammatical part.

- Nothing. (7 answears)

- I like the way it is; I do not want to change anything. (5 answears)

Generation Y suggests some changes in the way English is taught at school. However, it is important to note that educational approaches can vary based on factors such as curriculum guidelines, available resources, and cultural contexts. It shows that Millennials want more practice and to concentrate on speaking, listening skills. They want less technical methods or rules. Pattience, empathy and communication also very important for them.

Effective English language teaching requires a balance of theory, practical application, and flexibility to meet the diverse needs of learners.

Question number 6 asks about importance of technology in the teaching and learning. According to research, technology plays a very important role for people born in these years.

How important is to you the role of technology in the teaching and learning?
51 válasz
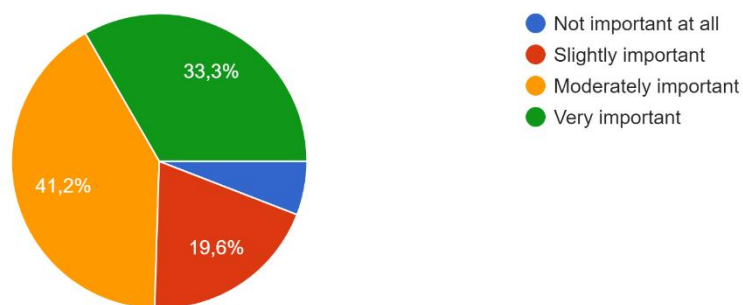
Figure 3.3.4. The Percentage of technology importance

Next question asks how often Millennials use English in their daily life. The result shows that the language is very important for them. They use it quite often.
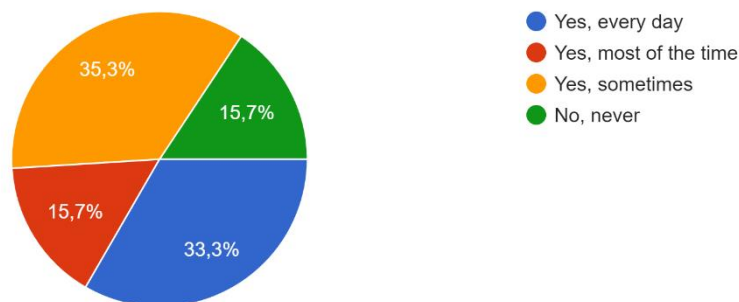
How often do you use English in your daily life?
50 válasz
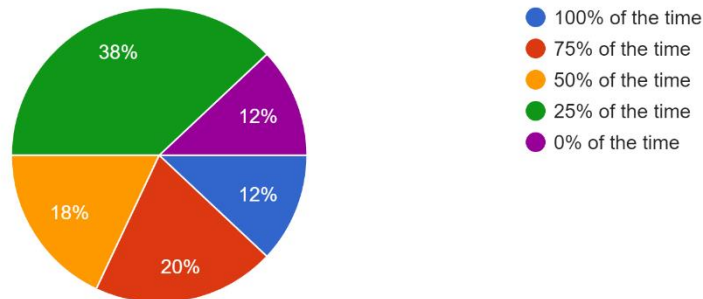
Figure.3.3.5. The Percentage of using English in everyday life

Then the 8th question sought to determine whether they use English at work and how often. It shows that English language is important for their work as well. 17 participants answered that they use it every day. 8 of them most of the time. 18 use English sometimes and only 8 of them never use the language.

Do you use English at work and if yes, how often?
51 válasz

Figure 3.3.6. The Precentage of using English while working

Question number 9 is about how challenging for Y generation to find a job. 20 people find it slightly challenging. 12 experienced that it was moderately challanging. For 11 Millennials it was not challenging at all. And for only 8 people it was very challenging.

How challenging was it for you to find a job?
51 válasz
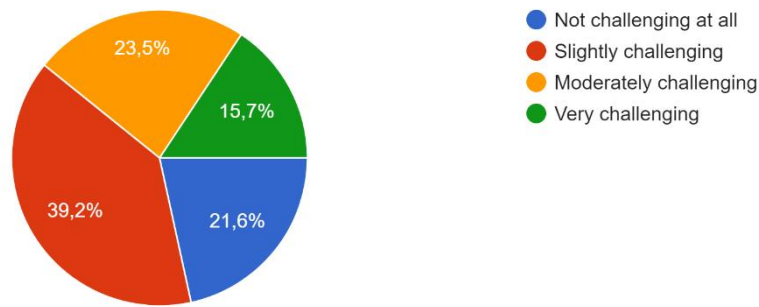
Figure 3.3.6. The Precentage of challenges to find a job

Millennial individuals bring unique strengths and qualities to the job market, such as adaptability, technological proficiency, and a desire for work-life balance. With the right strategies, including networking, gaining relevant experience, continuous learning, and leveraging technology, Generation Y individuals can overcome these challenges and find meaningful employment.

In the nineth question participants were asked about how important flexibility and freedom are to them at work. Only 2 people answear no. Flexibility and freedom in the workplace are often important to Millennials. This generation tends to value work-life balance, personal fulfillment, and autonomy in their professional lives.

Is it important for you, as a millannial, to have more flexibility and freedom while doing your work?
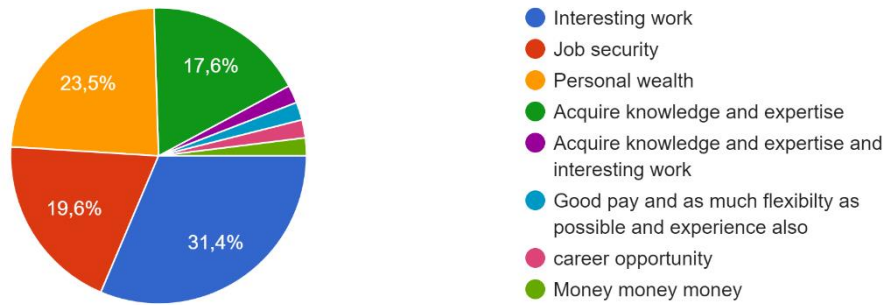51 válasz
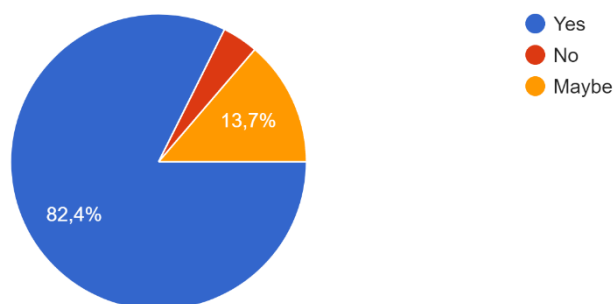
Figure 3.3.7. The Precentage to have flexibility and freedom

Next question was about career. Millennials have various aspirations and desires when it comes to their careers. While individual preferences may vary, there are the common themes and expectations that many Millennials tend to value:

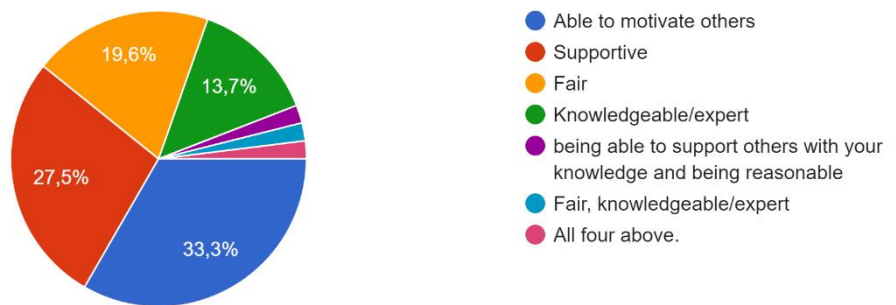What do you (gen Y) want from your career?
51 válasz

Legend:
- Interesting work
- Job security
- Personal wealth
- Acquire knowledge and expertise
- Acquire knowledge and expertise and interesting work
- Good pay and as much flexibilty as possible and experience also
- career opportunity
- Money money money

Pie values: 17,6% 23,5% 19,6% 31,4%

Figure 3.3.8. The Precentage of values when it comes to career

For participats it is very important to have an interesting job. Financial aspects are also considered. It is valuabble to have job security. 9 of them want to acquire knowladge and expertise.

Eleventh question is about what Generation Y thinks the most important leadership qualities is. Through this part of the research, we can learn about their attitude to work and what is important to them.

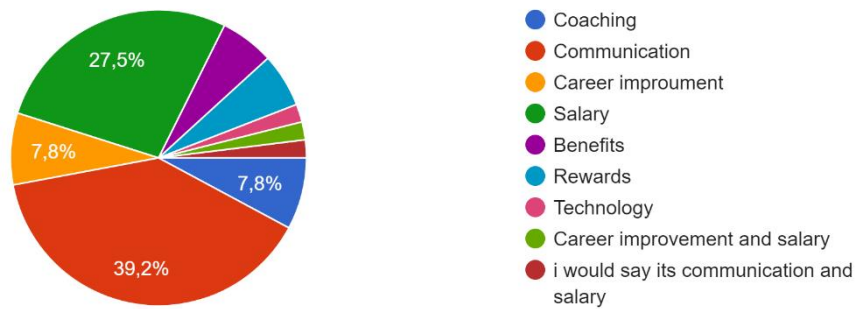What do you think, what is the most important leadership qualities?
51 válasz

Legend:
- Able to motivate others
- Supportive
- Fair
- Knowledgeable/expert
- being able to support others with your knowledge and being reasonable
- Fair, knowledgeable/expert
- All four above.

Pie values: 19,6% 13,7% 27,5% 33,3%

Figure 3.3.9. The Precentage of the most important leadership qualities

The next question asks to indicate the key factors in motivating the behaviour of Gen Y in the workplace. Motivation plays a crucial role in driving engagement, productivity, and job satisfaction among employees, including those from Generation Y. Here are the most important factors to motivate Millennials in their opinion:

In your opinion what are the key factors in motivating the behaviour of Gen Y in the workplace?
51 válasz

- Coaching
- Communication
- Career improument
- Salary
- Benefits
- Rewards
- Technology
- Career improvement and salary
- i would say its communication and salary

27,5%
7,8%
7,8%
39,2%

Figure 3.3.10. The Precentage of the key factors in motivating the behaviour

The research shows that to effectively motivate Generation Y employees, it is important for employers to understand their individual aspirations, provide meaningful work, offer opportunities for growth and development, recognize their contributions, and create a supportive work environment. The most important factor is communication, 20 people vote for that. By fostering a motivating workplace culture, employers can help unleash the full potential of Generation Y employees.

Individuals born in this Generation grew up surrounded by technology and visual media. This era was very decisive according to digital age. During my research work I noticed that Millennials tend to appreciate and respond well to visual elements in various contexts, including education, marketing, and workplace communication. The results of my 13th question are:

Are you more comfortable in image-rich environments than with text?
50 válasz

- Yes
- No
- Maybe

16%
28%
56%
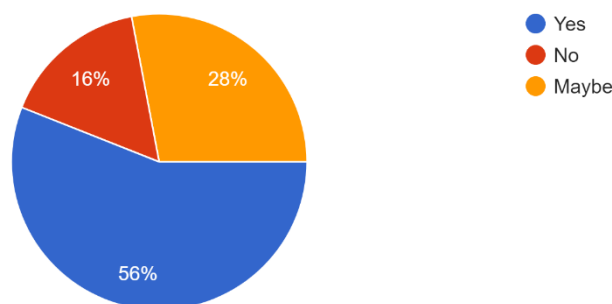
Figure 3.3.11. The Precentage of people comfortable in image – rich envirments

More than half of the participants comfortable in image – rich environment than with text. This also undermines previous research.

Fourteenth question asks about how they managed to realize themselves in life. Most of participants would describe themselves as confident, independent, self-reliant and entrepreneur.

Would you describe yourself as confident, independent, self-reliant and entrepreneur?
51 válasz
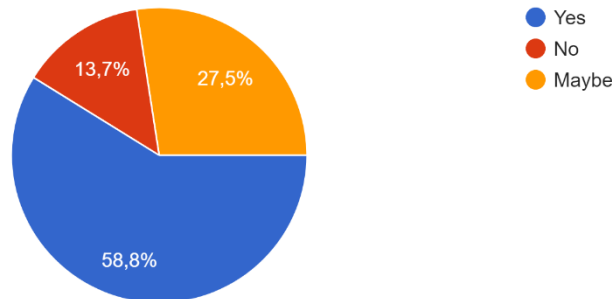
Figure 3.3.12. The Precentage of the defining characteristics

These traits are influenced by the unique social, economic, and technological factors that have shaped the Millennial generation.

The last question shows that socially active, colloborative and team-oriented individuals were born in this generation. 35 people selected yes at this part.

Would you describe yourself as socially active, collaborative and team-oriented?
51 válasz
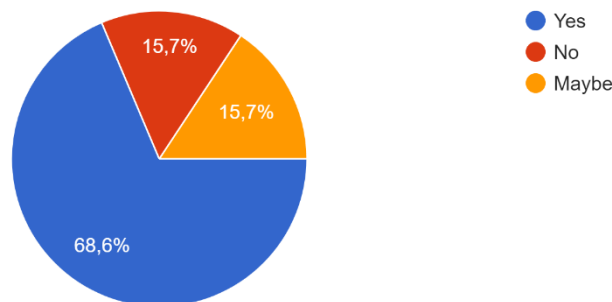
Figure 3.3.13. The Precentage of how socially active gen y are

Overall, being socially active, collaborative, and team-oriented cultivates a positive work culture, facilitates effective communication, and fosters a sense of belonging. These qualities are highly valued in both personal relationships and professional settings, contributing to personal growth, improved productivity, and success in various endeavors.

Conclusions to the 3rd part

The experimental research conducted on the learning and working preferences of Generation Y, or Millennials, has provided valuable insights into their distinct characteristics and preferences. The study shed light on several key findings that have implications for educational institutions, employers, and policymakers.

Firstly, the research highlighted that Generation Y individuals exhibit a strong inclination towards collaborative and interactive learning methods. They tend to thrive in environments that emphasize group work, hands-on activities, and technology integration. This preference reflects their desire for engagement, meaningful interactions, and practical application of knowledge.

Furthermore, the study revealed that Generation Y individuals value flexibility and autonomy in their work arrangements. They seek job roles that provide a balance between personal life and professional commitments, as well as opportunities for self-expression and growth. This finding underscores the importance of offering flexible work schedules, remote work options, and a supportive work environment to attract and retain Generation Y talent.

Moreover, the research emphasized the significance of technology in both learning and working contexts for Generation Y. This digitally native generation is comfortable with the use of technology and expects its integration in educational and professional settings. Leveraging technology to enhance learning experiences, facilitate collaboration, and streamline work processes is crucial for effectively engaging and empowering Generation Y individuals.

In conclusion, the experimental research findings indicate that Generation Y's learning and working preferences are characterized by a strong emphasis on collaboration, flexibility, autonomy, and technological integration. Understanding and catering to these preferences can lead to more effective educational strategies, improved work environments, and better engagement and productivity among Generation Y individuals. As this generation continues to shape the workforce and educational landscape, it is imperative for institutions and organizations to adapt and align their approaches to harness the full potential of Generation Y talent.

Conclusions

Having a common social history, each cohort-group shares a group identity, and has similar attitudes, adaptabilities, and traits. The majority of today's students fall into the generational group, Millennials. In order to provide the best possible educational environment for these students we should be implementing appropriate technology suitable to their adaptive style. We also discussed a ubiquitous school system, which includes a USN, and has the potential to provide individual support to these students. Using current technology, a personal educational assistant can effectively support every child in a school setting.

The minimum requirements are already installed in most schools, and this system could be implemented through in-expensive software-based UAs. Able to traverse time and space, the educational assistants could be available throughout the school as well as externally through the Internet in the form of virtual helpers, tailored to the preferences of the individual student. This approach is a realistic and achievable goal for schools in Western Civilizations and some parts of Asia, such as Korea, which is known for its advanced technological culture; and Japan, a country that embraces technology with gusto.

Millennials readily embrace innovation and are intense users of technology (Kruse, 2004). Future innovations in schooling will include the use of robots which will roam the classroom. They will be equipped with sensors, actuators, and communication modules, and have embedded UAs to communicate with the students (Jones, Jo and Han, 2005).

My survey supports the literature I have read and studied. I had alike answears from my participants that other researchers. The questionnaire indicates that Millennials prefer collaborative and interactive learning environments. They value group work, peer-to-peer interactions, and opportunities to engage in discussions and teamwork.

Generation Y individuals often place a strong emphasis on achieving a healthy work-life balance. They value flexible work arrangements, such as remote work options or flexible schedules, to accommodate personal commitments and interests outside of work.

Individuals of this group often exhibit an entrepreneurial mindset, characterized by a desire for autonomy, creativity, and innovation. They may be attracted to opportunities that allow them to take risks, explore new ideas, and have a sense of ownership in their work.

The Millennials' use of technology is dramatically intensified and different from preceding generations. To accommodate these differences, it is vital that educational curricula be

transformed, rather than renovated. With the changing face of education, it is essential to implement new and emerging technologies to keep pace with the needs of the techno-hungry and techno-savvy Millennial and Generation-Z students!

Резюме

Маючи спільну соціальну історію, кожна когортна група поділяє групову ідентичність і має подібні погляди, здатності до адаптації та риси. Більшість сучасних студентів належать до групи поколінь, міленіалів. Щоб забезпечити найкраще освітнє середовище для цих студентів, ми маємо впроваджувати відповідну технологію, яка відповідає їхньому стилю адаптації. Ми також обговорили всюдисущу шкільну систему, яка включає USN і має потенціал для надання індивідуальної підтримки цим учням. Використовуючи сучасні технології, персональний асистент може ефективно підтримувати кожну дитину в школі.

Мінімальні вимоги вже встановлено в більшості шкіл, і цю систему можна впровадити за допомогою недорогих UA на основі програмного забезпечення. Здатні долати час і простір, освітні помічники можуть бути доступні в усій школі, а також за межами Інтернету у формі віртуальних помічників, адаптованих до вподобань кожного учня. Цей підхід є реальною та досяжною метою для шкіл у Західних Цивілізаціях та деяких частинах Азії, таких як Корея, яка відома своєю передовою технологічною культурою; і Японія, країна, яка сприймає технології із задоволенням.

Міленіали охоче сприймають інновації та активно користуються технологіями (Kruse, 2004). Майбутні інновації в шкільному навчанні включатимуть використання роботів, які будуть ходити по класах. Вони будуть оснащені датчиками, приводами та модулями зв'язку, а також матимуть вбудовані UA для спілкування зі студентами (Jones, Jo and Han, 2005).

Моє опитування підтверджує літературу, яку я читала і вивчала. У мене були такі ж відповіді від моїх учасників, що й від інших дослідників. Анкета показує, що мілленіали надають перевагу спільним та інтерактивним навчальним середовищам. Вони цінують групову роботу, взаємодію «рівний-рівному», а також можливості брати участь у дискусіях і командній роботі.

Представники покоління Y часто приділяють велику увагу досягненню здорового балансу між роботою та особистим життям. Вони цінують гнучкі умови роботи, такі як варіанти віддаленої роботи або гнучкий графік, щоб врахувати особисті зобов'язання та інтереси поза роботою.

Особи цієї групи часто демонструють підприємницьке мислення, яке характеризується прагненням до автономії, креативності та інновацій. Їх можуть

привабити можливості, які дозволяють їм ризикувати, досліджувати нові ідеї та відчувати причетність до своєї роботи.

Використання технологій міленіалами різко інтенсифіковано та відрізняється від попередніх поколінь. Щоб узгодити ці відмінності, життєво важливо, щоб освітні програми були трансформовані, а не оновлені. З огляду на мінливе обличчя освіти, важливо впроваджувати нові технології, щоб йти в ногу з потребами техно-жадних і техно-підкованих студентів покоління Y і покоління Z!

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