

Journal of Multidisciplinary in Social Sciences

Journal homepage: http://jmss.dusit.ac.th



English Learning Management of Generation Z Learners with Active Learning

Rattana Klinjuy*

Faculty of Humanities and Social Sciences, Suan Dusit University, Lampang Center, Lampang, 52100 Thailand

Article info

Article history: Received: 7 January 2019 Revised: 15 February 2019 Accepted: 25 February 2019

Keywords:

Active learning, Concept of generation, Generation Z learners

Abstract

This article aims to present the guidelines of learning management in an English course that meets the context and satisfies the needs of Generation Z learners with active learning. Active learning is a form of learning by doing. It provides the learners with reading, writing, interacting, and analyzing problems. The learners will be provided with advanced thinking processes such as synthesis, analysis, and evaluation. In this article, the author describes the characteristics and the techniques for learning management, including the benefits of active learning to find the approaches that can be adapted to English teaching and learning. Moreover, the author views active learning as the most suitable teaching method for Generation Z learners. The article shows their learning styles and their needs of learning based on the concept of generational theory for Generation Z learners, linking learning management with active learning. The author, therefore, views that the concept of generational theory enables the instructor to organize an effective active learning process in English to achieve the curriculum learning outcome and also meet the needs of Generation Z learners

Introduction

The generational concept is the concept of dividing people into groups by age. This is the concept that scholars pay attention and study a lot, especially in the field of social science. The focus of the study is on social behaviour, life and attitudes, as well as the behaviours of people in everyday life. Generation Z is a major group that is very interesting in the social, economic, political and educational dimensions. It is evident from prior research that Generation Z will have the power to change our world in the future. The article of Innovation Enterprise Channels, states that Generation Z will represent one-third of the US population by 2020

(Anokhina, 2016), sincechange happens consistently, especially in the field of science and technology in education, for example methods to access knowledge and the process of learning, in previous generations that allowed people to become successful and reach their goals (learning outcomes) are largely outdated at present and needs to be adjusted to the current situation. This is the important factor for education and should be done urgently and dynamically. Understanding generational concept with Generation Z learners, especially in the dimension of education, is an important and fundamental foundation for the young people as factor for the prosperity of the nation. This will be very useful in

driving current and ongoing learning processes into the future.

Generation Z are surrounded by new innovations. They have essentially been brought up by innovation and surrounded by an environment of continuous updates. post-millennials grasp information and learn about new technology faster than previous generations. Regarding their learning, lower attention span will be compensated by their ability to multi-task. Whether in school or at home, they are naturally capable of participating in a number of activities simultaneously. For example, they can type their homework using a computer, do their research on a tablet, whilst checking the latest from social media and watching TV. This doesn't mean they can't concentrate but demonstrates their ability to switch between work and entertainment without losing productivity. These are the reasons why we should apply the active learning into the learning management. Active learning can help to increase the enthusiasm of learning. Obviously, the students in this generation tend to ignore traditional learning methods or lecture-based methods where the learners are only sitting and listening to their teacher. According to the observation and exchanging of information among teachers in English learning classrooms, the authors found that learning by doing could be more attractive than lectures. Some activities may involve the use of technology such as the use of mobile devices, smartphones, the use of tablets or computers as the tools for learning by being integrated into a variety of activities or games such as Kahoot, English dumb games, presentation using technology such as Piktochart, Animaker, Youtube etc. Therefore, learning English for Generation Z there is a need to adjust the learning that suits the behavior of Generation Z learners. In this article, the author will focus on how to teach English to Generation Z learners and discusses the learning methods and learning nature of Generation Z learners and present the guidelines to promote active learning that is consistent with the context of the instructors and learners in the current era.

Definition of generation

Mannheim (1970) a Hungarian social scientist who published *The Problem of Generations* states that people in the society are influenced by social and historical contexts. People in one generation who are born and living at about the same time and experienced some great events together probably have the same characteristics that will determine the future of the world.

If you consider the meaning of the word generation, it was found that there are various terms of generation. The author has therefore summed up the meaning and defined the "generation" as the age group of people. It generally considered to be about 20 years in which children are born and grow up to become adults and begin to have children of their own. Therefore, each generation is about 20 years apart the same people in the same generation will be born within the same period, they probably have a similar life experience and are experienced by similar events or environments in a particular society. This experience creates unique attitudes and common behaviors among the people. (Strauss & Howe, 1991)

Groups of generation

From the study of the generational concept, there are many research papers and academic articles on the differentiation of individuals in each generation. Therefore, each generation is called a different version of the name and the timing of each version is fixed as a result with each version having several titles and the time of each model may overlap. Strauss & Howe (1991) studied the theory of the demographics of humans: Baby Boomer, Generation X, Generation Y and Generation Z. The author has synthesized and summarized as follows:

Table 1 Generation and range of year

Generation	Baby boomer generation	Generation X	Generation Y	Generation Z
Range of year	A.D. 1946-1964	A.D. 1965-1980	A.D. 1981-2000	A.D.2001-present
	B.E. 2489-2507	B.E. 2508-2523	B.E. 2524-2543	B.E.2544-present

"Baby Boomer" is defined by William Strauss and Neil Howe, the demographic theorists who studied American history connecting people's ages, Baby Boomers are a group of people who were too young to have memories of World War II, but they were old enough to remember the impacts of World War II, which were considered to be an older generation who grew up in the Age of Restoration. The Boomers had a lot of opportunities and prosperity after World War II. They had their own way of lives, learned to work as a team and focused on their work rather than family. They were likely to succeed in their job compared to the next generation because baby boomers were responsible and liked to do something challenging. However, they were not good at technology. The next generation is Generation X or Xers who were born after the difficulties of the baby boomers. Generation X were born when there was a

dramatic drop in fertility rates due to widespread contraception and the divorce rate was rising. It is considered the era when both parents rarely had time to raise their children due to working outside. The children in Generation X had to depend on themselves and are quite pessimistic. It is also the era of people who like to be separated from the society and want the balance between work and personal life. The next generation is the age of Generation Y. Generation Y is the new generation of technologically advanced people. The people of this era are optimistic because they were raised by the boomers and they are more self-confident than the previous generation who were well-educated and free to live. The people nowadays are Generation Z who are considered as a new generation and grow up with modern technology and facilities. People at this age probably decide and do things very fast and do not like to wait for anything. They often do many things at the same time that might have an effect on their job performance and perception. Therefore, the people in Generation Z, who are classified as early school age, are easily distracted from their work and immerse themselves in the digital world lacking interaction with the society.

According to the characteristics of people in each generation, the author summarizes the overview only in order to understand the background, behavioral habits of people in each generation. In this article, the author focuses on the characteristics of educational trends and the learning styles of Generation Z learners. The author studied the related research and articles and synthesized and summarized as follows.

Learning styles of Generation z learners

Generation Z learners spend most of their time in daily life accessing the online or social media. If the learner in this generation wants to know any subjects or matters, they will find the information through the search engine like Google. Positively, it can be assumed that the learners of Generation Z have good skills in searching for information they need. However, we should consider in terms of the capacity to screen information or what we call critical thinking skills for students in Generation Z and we should ask ourselves if these students have skills for being a good critical thinkers. Although Generation Z learners grow up in an environment where access to information is abundantly located on the Internet but some of the information can include false information. Moreover, some of the resources are either inconclusive or outdated. If the learners receive information without any investigation and do not use discretion to receive the information, this may cause the student to misunderstand which can result in the misuse of information.

Therefore, the learning process for Generation Z learners requires the use of methods or teaching methods that engage learners between the learners and the instructors or among learners themselves. Not only making the students interested in learning but also allowing learners to express the process of their thinking and decision making. The instructors can assess what the learners reflect on both speaking and writing or when interacting with their classmates. This can help to prevent misunderstandings and finally becomes a meaningful knowledge for the learners, that is, the learners can link the new knowledge with the existing knowledge and such knowledge can be used to analyze the problems encountered in daily life. Besides, it is a fact that learning styles has changed due to environmental changes that affect the learning of Generation Z learners. Generation Z learners have developed their visual learning skills (Green & Bavelier, 2003). We can see that Generation Z learners are more likely to play games in their daily lives. This is a generation that is growing up with games, social media, and YouTube just like their older brothers and sisters. It is estimated that Generation Z students will spend over ten thousand hours playing games. This influence the learner of this generation to be more familiar with information from visual perception. The students are also familiar and enjoy learning by trial and error rather than only sitting and listening. The learners will be familiar with tasks that are clear and responsive. Therefore, games and online media are important factors in their learning. The use of games to promote learning can be done in many forms (Triumpo & Nokkaew, 2014). Learning through games means students can also design the games by them selves. Learning management allows learners to integrate the knowledge with the practical skills to promote teamwork and creative communication. In addition, Generation Z learners require a learning environment that can share issues in order to find the solution together and teamwork in order to help each other to do the assignment. Obviously, some applications or features in social media become the tools for learning. However, it must be realized that even the learners work together as a team and when problems need answers from each learner, there should have a synthesis of individual answers from learners, which require a flexible instructional learning management by which a

learner will be satisfied and a desire to participate in the learning and develop a learner's understanding. In addition, the methods of evaluation or assessments need to be adjusted appropriately and consistently.

Active learning

Active learning is a teaching style that emphasizes the learner's actions and uses the thinking process (Bornwell & Eison, 1991). It is not different from the student-centered teaching. A student-centered approach is that learners will learn more than listening and taking notes during learning and learners can practice gaining learning experience. Apparently, active learning leads to meaningful learning.



Figure 1 Elements of active learning Source: Modified from Bornwell & Eison (1991)

From Figure 1, there are 4 elements of Active learning. These are the skills that occur in all teaching methods. Each of these methods leads to different outcomes.

- 1) Listening and speaking skills such as discussion, role play, etc.
- 2) Reading skills such as readings magazines, novels, cartoons, etc.
- 3) Writing skills such as writing report or project, short stories writing a diary
- 4) Reflecting Skills such as mind mapping, presentation, etc.

Active learning management is the most suited for Generation Z learners because the learners have the opportunity to develop their capacity of brains. In terms of thinking, solving problems, applying knowledge to the activities or tasks that the instructor has designed activities to encourage learners the opportunity to practice. For working in groups, all

learners must participate in the group by sharing the responsibilities among them. The instructor will be able to know the learning process of the learner from reading, speaking, listening and writing that the learners have reflected. In the use of active learning management, the instructor will play an important role as facilitator in learning management. Learners will gain knowledge and skills from their own experiences that create the meaningful learning. Active learning can take place inside and outside the classroom by individual or small groups. McKinney (2008) proposed a model of learning activities that would allow learners to learn proactively. The author has presented themes or methods for active learning management in many forms as the following chart.

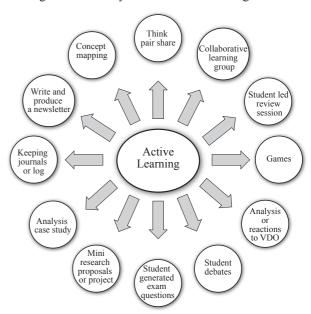


Figure 2 Active learning activity Source: Modified from McKinney (2008)

Although many Generation Z learners will have the same behaviors, beliefs, attitudes, and ideas, not everyone will have all the same things. Therefore, instructors should understand the individual characteristics of individual learners as much as possible and take the strengths of Generation Z learning to change the way of learning to meet the needs of learners and can address the problem of using skills from content that learners should learn in the course. From the picture above, active learning methods in various forms have the following meaning and characteristics.

1) Think-Pair-Share is a learning activity that allows students to think about a single issue for a few

minutes (Think). Then exchange ideas with a friend for another 3-5 minutes (Pair). And provide feedback to all learners (Share).

- 2) Collaborative Learning is a learning activity that allows learners to work together with others in groups of 3-6 people.
- 3) Student-led review sessions are learning activities that allow learners to review their knowledge and to take into account their doubts for learning activities. The teacher will help the learners when they need.
- 4) Game learning is the learning activity that the instructor integrates into the game that can be applied with the stages of introduction to the lesson, teaching, assignment and the evaluation stage.
- 5) Analysis or reactions to videos is a learning activity that allows students to watch videos 5-20 minutes. Then, reflect on what you see. Possibly, by way of speaking, writing, or co-writing.
- 6) Student Debates is a learning activity that provides students with information from experience and learning to confirm their concept or group.
- 7) Student-generated exam questions are learning activities that allow learners to create quizzes based on what they have learned.
- 8) Mini-research proposals or project is a research-based learning activity. The learner has been given a set of topics they want to study and then they create learning plans. It can be called project-based learning or problem-based teaching.
- 9) Case study analysis is learning activity that allow students to read case studies. Then, the students analyze and discuss ideas or solutions within the group. Then, present the feedback to other students.
- 10) Keeping journals or logs is a learning activity that learners take notes of what they see or what is happening on a daily basis, including offering more ideas on written notes.
- 11) Writing and producing a newsletter is a learning activity that allows students to produce a newsletter. This includes articles, information, news, and events. Then, distribute it to other people.
- 12) Concept mapping is a learning activity that provides students with an idea map. To present one whole idea using the line as a link. Let learners work individually or in groups. Then, present the work to other learners and allow other students to ask questions and express opinions.

The benefit of active learning is the interaction

between instructors and learners. Both instructors and learners will talk and exchange ideas. Active learning can improve the learning outcomes and communication skills of learners since students are motivated to learn and have a chance to see and act on their own. This allows for knowledge to be sustainable throughout a student's life

Guidelines for learning management for generation Z learners with active learning

Active learning has various methods for learning. Some methods may be suitable for some learners depending on individual differences. The instructors must be observant and interview the learners to collect information during teaching and learning management. This may be done in a variety of ways, such as direct interviews with students, questionnaire or observing the behavior of each student both inside and outside of the classroom. This aides the instructor to see the differences of each student. By the process of creating learning management, awareness about "Generation Gap" or "Gap between ages", must be take into account both the lifestyle and learning style, which are important to the instructor and learner because the learners are from different ages. If the instructors understand the learner contexts, it will make learning more achievable. To be successful, both instructors and learners need to adjust to the differences that occur between ages in terms of thinking, attitudes, behaviors, and outcomes, including learning outcomes and learning processes. Teaching with fun can make students feel satisfied with learning. However, it is not the real aim of learning. The most important thing is that the learners should understand the knowledge and training skills based on the content of the course, which is the ultimate learning outcomes.

With the difference between entertainment and engagement, the instructors must be accurate in content and can make the students engaged with their learning. The instructors need to plan the learning management in terms of activities as well as time to be systemized and to be appropriate with the content for learning. This is still a problem that institutions have been trying to adjust and developing the process of teaching and learning. If the instructors are not able to adjust the teaching method, the learners will not achieve the learning outcome and feel no incentive to learn. If the instructors have the clear process of learning with the interaction between the instructors and the learners. The more a learner is eager to learn, the more a learner can learn and

store more knowledge. Herewith, the author is willing to propose the approaches for learning English to Generation Z learners by introducing the principles of active learning style as a guideline for learning management as follows.

1. Collaborative learning: Jigsaw model

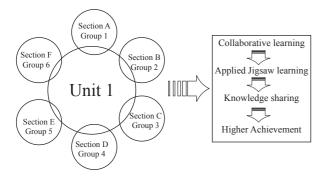


Figure 3 Teaching and learning process based on Jigsaw learning Source: Modified from Aronson, Stephan, Sikes, Blaney, & Snapp (1978)

The instructors can use a collaborative learning approach through Jigsaw learning. This method is highly adaptable to a large number of English language lessons and takes a long time to read and understand. If the instructors have a lecture in each section until complete all sections while the learners only listen or even have the Q&A session during teaching in the classroom. It is not possible for the learners to continue to be interested in teaching whilst learning in the classroom. The instructor, therefore, can use Jigsaw principles to apply and organize the learning process. In doing this, the instructors will subdivide the topics and group the learners into groups to explain the assigned sub-topics. Group members must have a variety of capabilities within the group or different aptitudes or skills in the group to divide and assist each other in their team. For example, the first member takes responsibility for presentation in English. The second member takes a reading and summarizes the main idea. While the other members within the group are apt to write English or research from online sources. Each group reads only their sub-topics assigned by the instructors and to discuss with each other in the group and then to present in front of the class. The learners need to analyze the content and can explain the definition and the main idea, including giving examples. Then, ask questions related to the content so that other groups have been given a chance to think and answer questions. In doing this, the instructors play the important role in creating an atmosphere of participation and interactive dialogues that encourage students to interact well with instructors and classmates. In the final stage, the instructors will summarize the main idea and explain the important issues after finishing the presentation. Jigsaw learning is a kind of a collaborative learning model. Aronson, Stephan, Sikes, Blaney, & Snapp (1978) developed this learning model. Later, it was adjusted but still maintained the same principles. The Jigsaw learning method is one way to encourage learners to share learning and it is a collaborative learning approach that allows learners to experience working as a team in their real life. Learners will be trained in the English language acquisition process, taking notes skill, creative thinking skills, reflective skills, including teamwork skill. This is the learning style that can be applied in the English classroom for Generation Z learners. Johnson & Johnson (1987) discussed the benefits of collaborative learning as "Good students who understand the lessons could paraphrase what the teachers teach in their own words and then explain to friends." In doing Jigsaw learning, learners will have the opportunity to practice speaking English while explaining the lessons to other friends. Listeners will practice both listening and speaking skills when interacting as well. The learners who explain the lesson to a friend, understand the lessons better because they have to study until they understand and are able to explain the lessons to friends. For working in a group, all learners have the opportunity to practice their social skills and learn how to work well in groups. This is very useful when entering a real work system. When a learner has to answer the question in the classroom in English and if the answer is wrong or they cannot answerthen it is possible that the friends may laugh at them and this can cause the learner to feel embarrassed. Instead, if the learners work in groups, they will try to help each other. If one member in the group gives the wrong answer, it is wrong for the whole group and they will help each other within the group. In an aspect of achievement, the collaborative learning using Jigsaw provides every learner the chance to express their opinions and express themselves equally. A learner who knows well how to study can help to teach friends and then the learner is not only proud of oneself but the friend who is taught might appreciate this kindness. The learners can dare to ask more questions to friends and this can make good friendships. It is important that all learners in the group have to think together until they

can find the correct answer gaining self-knowledge resulting in the achievement of learning.

2. Student-led review session

The instructor organizes learning activities that allow learners to review their knowledge for critical thinking. The instructor will help and facilitate if the learner needs help or questions during the activity. This method is reviewing the knowledge by the learner. In doing this activity, the instructor let learners work together in groups and summarize the key points of the content. The instructor can describe some techniques to a learner in order to better understand the content. This is a great way to improve the learner's knowledge in English as a Foreign Language. The learner has the chance to evaluate learning resources in order to broaden their vision and to access to various learning resources other than only the knowledge contained in the textbook. At the end of the process, there may be some questions or quizzes to be used as a collective score. Importantly, the instructor will act as a facilitator in each step. The learners can do the activity and present their works through YouTube or Facebook.

This activity also requires the technical skills together with the content in the course for doing a presentation in the class. Graven & Olaf (2015) states that student-led review session is a learning activity that allows learners to review the knowledge and consider their own doubts in learning activities. The instructor will support and help the learners with any problems. From this activity, the learners have to understand the content of the lessons and review the content as assigned. This will lead to questioning and problem-solving. The learners will analyze problems and can evaluate themselves at the same time. This is a learning method that enables learners to learn meaningfully.

3. Game-based learning with the integration of technology.

Instructors can create a fun and challenging classroom atmosphere. The activity management is the heart of teaching and learning, where instructors need to apply what is available in the classroom for the benefit of the learners. Generation Z learners often play games on a daily basis. The process of learning by using games is used to draw attraction from the learners. If the game is integrated with the technology, it will increase the motivation for learning and more interesting since Generation Z learners are familiar with technology. The online game called "Kahoot" is used as a tool for English learning. In playing Kahoot, all learners use a smartphone

connected to the internet to play games. The highlight of the game is that players can answer each question from the game by answering via a smartphone. All players will be informed immediately after all players have submitted their answers. The difficulty and simplicity depend on the design of the instructor's questions. The more fun that is introduced into this activity, the more competitive the atmosphere is. The competitive and challenging atmosphere happens during learning in the classroom.



Figure 4 Game-based learning with technology integration Source: Author

The game is a tool that encourages learners to have the fluency and versatility as well as can help learners to develop their creativity. It also develops learners' decision-making capabilities and encourages students to solve the problems with enthusiasm. Using games will make learning fun and engaging. Specifically, it helps learners who are not good at learning better. The instructor noticed that many learners who are weak in English or do not like English have a lot of fun during gameplay. Learners can review and evaluate their learning immediately after playing the game and that is quite important. While playing the game of Kahoot, learners will be able to play the game using a smartphone as a tool for answering questions. This allows the learners to use technology. By using technology to analyse problems also creates positive usage of technology and can improve students' skills in technology capabilities.

4. Analysis or reaction to Video

The instructor organizes learning activities that allow learners to watch short videos or English-language films. The instructor may show the English subtitle to

learn the vocabulary of the film at the beginning of the activity to improve listening skills and see the vocabularies from the movie. Learners must practice English listening from a conversation in the movie. These are conversations that are used in everyday life. It also teaches new vocabulary and phrases or even slang words that appear in the movie or short story. Afterward, the instructor gives the learners the chance to express their opinions or reflect on what they saw in the movie. After watching the movie and to encourage English communication in the classroom, the instructor has learners exchange their ideas and reflect on what they think about the movie's story. In doing so, the instructor must create an atmosphere of participation and interactive dialogues that encourage learners to interact well with instructors and classmates. In addition, the learners can practice the listening skills and gain more vocabularies, phrases or sentences used in everyday life. This video-based learning model also allows learners to practice advanced thinking skills, critical thinking. describes the meaning of "critical thinking" as the process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

This critical thinking approach does not come innately but it is from the pursuit of knowledge and practice, from experience or knowledge or critical decision making. When we have to face situations that require careful consideration and decision-making. This critical thinking process must always be stimulating to encourage the students to have doubts about what they hear, read, and explore their own ideas from the movies they watched. Instructors will motivate learners to think about various and different ideas. It allows the discussion to be freely expressed in the form of brainstorming along with listening to the opinions of others and accept the other'opinions that may vary from person to person. This will give learners the ability to distinguish between facts and opinions and to be flexible for uncertainty, including checking the evidence before making a decision.

5. Role-play

The instructor designs or assigns the topic of role-playing scenarios to approximately 4-5 scenarios to the learners. Then, learners select each topic as their interests. The instructor must determine the topic or situation for performing role-plays with the issue of problems for the learners to understand and solve in the

situation. Each group must demonstrate how to solve problems through role play. In doing this activity, learners will have the opportunity to express their attitudes, behaviors and reflect the different ideas through a story chosen from the given situation. The important thing is to improve learner' English skills. Learners have the opportunity to compose English dialogue as well as speaking skills and listening skills because there must be a dialogue within the group. F Role playing allows the learners to realize the importance of working together as a team and how to adapt themselves to work with others.





Rattana Klinjuy ► ENG 1500113 by Aj. Tookta
October 10 at 8:29 PM · 🖪

แจ้งนักศึกษาทราบสำหรับงาน Presentation ค่ะเนื่องจากต้องการให้งานมีการบูรณา การวิชาภาษาอังกฤษให้ตรงกับอัตลักษณ์ของสาขาธุรกิจการบิน จึงขอเปลี่ยนแปลง เนื้อหาที่ใช้นำเสนอ และกำหนด theme ของงานเป็นดังนี้

ให้นักศึกษาจับกลุ่มเล่นบทบาทสมมติ (Role play) 3 คน/กลุ่ม โดยเลือกหัวข้อ สถานการณ์ได้ดังนี้ค่๊ะ

1 การต้อนรับ สาธิตการใช้เครื่องมือ safety และดูแลผู้โดยสารขณะอยู่บนเครื่อง จน เครื่อง landing

 การช่วยเหลื้อผู้โดยสารกรณีที่ผู้โดยเกิดภาวะหัวใจหยุดเต้นและหมดสติ
 การจัดการกับผู้โดยสารที่ใช้โทรศัพท์ขณะเครื่องกำลังขึ้น และผู้โดยสารไม่ยอม ปฏิบัติตามคำแนะนำของพนักงานบนเครื่องบิน

4. การรับมือกับผู้โดยสารที่ขอ ให้พนักงานฯเติมวิสกี้บ่อยครั้งและมีอาการมืนเมา รบกวนผู้โดยสารท่านอื่น

โดย ให้แต่ละกลุ่มเลือกสถานการณ์ตามหัวข้อข้างต้น และจำลองเหตุการณ์ขึ้นมาและ สนทนาเป็นภาษาอังกฤษ ตลอดการเล่นบทบาทสมมติ

*กำหนดส่งงานภายในสัปดาห์สุดท้ายก่อนการสอบ Final อัดวีดีโอลง Youtube และ ส่ง อจเป็นลิงก์โพสในกลุ่มนี้ค่ะ

คะแนนการนำเสนองาน 15 คะแนน

Figure 5 Role play activities Source: Author

Role play learning can engage learners and give the opportunity for students to express their ideas

according to their roles in the situation. Students learn skills such as creativity in dialogue, presentation and communication as well as enjoying the work assigned by the instructor. Learners in each group can choose the topic of the scenario based on their interests. They can practice English skills by using English communication in the role play. The learners have to create the plot story from the beginning to the end of the story under the topic of the given situation. The topic prepared by the instructor will have the problems for the learners to think and solve. The problem may be a situation or event that can occur in real life. Raweewan (1987) states that role-playing instruction teaches learners to play a role in a realistic way. The role-play activity allows the learners to express their ideas and decision-making, especially in English subjects, learners must practice speaking and listening skills in English. This allows learners to understand the content of the lesson deeply. It can also modify the behavior and solve problems appropriately.

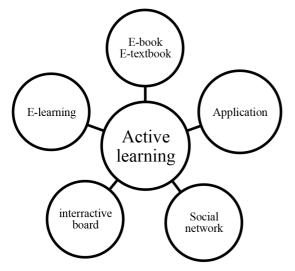


Figure 6 Learning with technologies promoting active learning Source: Author

6. Active learning through the use of technologies
Learning methods through various technological tools can be adapted to Generation Z learners. For example, educational applications play an important role in the learning of modern-day Z learners is a great way to make learning fun, as a result, a lot of applications have been developed constantly. Educational Apps will be installed on a new iOS or Android operating system for smartphones or a portable computer, such as an

English learning application called Echo English, created by the collaboration between the Ministry of Education and the public. All learners can learn English from native speakers at no charge via mobile phones and tablets. The lessons will be designed according to the principles of natural language learning. In addition, there is a social network, which cannot be denied that Facebook is now the most famous online media according to Social Rank, a site that collects statistics about the social network, reveals that Thailand has 66 million users, 25 million Internet users, and 18 million social network users, 85% Facebook, 10%Twitter, and 5% Instagram. Facebook is useful for communication and interaction. Most importantly, the majority of Generation Z students have a user account, as a result, a social network has been applied for teaching and learning. For example, Facebook is used as a tool for uploading homework on a Facebook group page. Social networks makes everything easy for instructors and learners to exchange knowledge quickly through comments without wasting time or cost. As a result, learning occurs any time and any place by using technology to assist in learning through the various activities. Therefore, the active learning model using technology has been found to be an English learning style that matches the habits of Generation Z learners.

Conclusion

The generational concept is used to create the activities in learning management for Generation Z learners. By using active learning and integrating technology as a tool for teaching which results in a learning process with a variety of activities or teaching styles that meet the context of Generation Z learners in order to effectively learn as well as meet the needs of the students as much as possible. For English learning, students need to learn and practice their skills by doing. The appropriate learning style for English learners who need to practice their skills to be fluent and skilful is active learning. Active learning is considered the appropriate learning model that focuses on learning and practice at the same time (Learning by doing), and conforms to the behavioral pattern, as well as attitude and needs of the Generation Z learners.

References

- Anokhina, A. (2016). What Can We Learn From Generation Z?. Retrieved December 2, 2016, from https://channels.theinnovationenterprise.com/articles/what-can-we-learn-from-generation-z.
- Aronson, E., Stephan, C., Sikes, J., Blaney, N., & Snapp, M. (1978). *The Jigsaw Classroom*. Beverly Hills, California: Sage.
- Bonwell, C. C., & Eison, J. A. (1991). Active Learning: Creating Excitement in the Classroom. ERIC Digest.
- Graven, H., & Olaf. (2015). The use of Active Learning technology effectively. Bangkok: King Mongkut's Institute of Technology Ladkrabang.
- Green, C. S., & Bavelier, D. (2003). Action Video Game Modifies Visual Selective attention. *Nature*, 423(6939), 534-537.

- Johnson, D. W., & Johnson, R.T. (1987). Research Shows the Benefits of Adult Cooperation. *The Educational Leadership*, 45(3), 27-30.
- Mannheim, K. (1970). The Problem of Generations. *Psycho-analytic Review*, *57*(3), 378-404.
- McKinney, K. (2008). Sociology Through Active Learning. San Francisco: Jossey-Bass.
- Raweewan, W. (1987). Lesson of Teacher Training on Radio Post, Teacher's Level: Principles of Teaching. Nakhon Sawan: Education Center for Radio Teachers.
- Strauss, W., & Howe, N. (1991). *Generations: the history of America's future, 1584 to 2069.* New York: William Morrow and Company, Inc.
- Triumpo, W., & Nokkaew, A. (2014). *How do Gen Z learners learn?*. Pathumwan Princess Hotel.