Revitalizing TESOL in Indonesian Higher Education: Addressing Challenges and Solutions for Gen Z Students

Mauloeddin Afna

IAIN Langsa, Kota Langsa, Indonesia

* Corresponding author: mauloeddin.afna@iainlangsa.ac.id

ABSTRACT

This study investigated the challenges and solutions in revitalizing language education in the context of Indonesian higher education, with a specific focus on the English Education Department of Tarbiyah dan Teacher Training Faculty of IAIN Langsa, Kota Langsa, Aceh, Indonesia. The study identified the unique needs and preferences of Gen Z students in their English language education journey. By examining their attitudes, motivations, and learning styles, the study overviewed to shed light on the challenges faced by educators in meeting the language learning needs of the students. Additionally, the study explored the innovative teaching methodologies, instructional technologies, ICT-applied for classroom and learner-centered approaches that effectively engage the students. The findings contribute to the development of strategies and recommendations for revitalizing language education in Indonesian higher education, emphasizing the importance of aligning language education programs with the distinctive needs and expectations of the students. Overall, the research outcomes have implications for language educators, policymakers, and institutions involved in language education, aiming to advance language education practices that promote students' language proficiency and better educational experience in Indonesian higher education settings.

KEYWORDS: *Gen Z Students, Indonesian Higher Education, Language Education, TESOL.*

INTRODUCTION

The implementation of Teaching English to Speakers of Other Languages (TESOL) in Indonesian higher education faces significant challenges that create a noticeable gap in language education. This gap hinders the effective acquisition of English language skills among students, particularly in the English Education Department. One of the primary challenges is understanding and meeting the unique needs and preferences of Gen Z students, who make up a substantial portion of the student population.

The students have distinct attitudes, motivations, and learning styles that require tailored approaches for effective language education. Additionally, limited access to innovative teaching methodologies, instructional technologies, and learner-centered

approaches further contributes to the language education gap. However, there are potential solutions to address these challenges. By bridging the language education gap through these proposed solutions, Indonesian higher education institutions revitalize language education programs and better equip to Gen Z students with the necessary English language skills for their academic and professional success. Targeting the Indonesian higher education institutions have the opportunity to make a significant impact by narrowing the language education divide. By revitalizing their language education programs and focusing on providing the students with the necessary English language skills, these institutions empower students to excel academically and professionally (Lisa et al., 2021). Recognizing the importance of English proficiency in today's interconnected world, institutions are implementing comprehensive language education strategies that address the specific needs and learning styles of Generation Alpha, those born after 2013 (Akmal et al., 2021; Bayrambayram & Canaran, 2020). By incorporating innovative teaching methodologies, such as interactive language learning platforms and immersive language experiences, higher education institutions create dynamic and engaging environments that foster language development (Martunis, 2020; Meyer et al., 2019; Rinekso et al., 2021). Additionally, by integrating real-world applications of English language skills into the curriculum, students develop the practical language competencies essential for success in their future careers (Skelly, 2019; Yundayani & Ardiasih, 2021). Through these concerted efforts, Indonesian higher education institutions bridge the language education divide and equip the students with the vital English language skills needed to thrive in an increasingly interconnected and competitive world.

It is crucial for Indonesian higher education institutions to address the specific needs and preferences of Gen z learners. To effectively cater to these students in their English language education journey, it becomes essential to identify their unique requirements and preferences (Suharto et al., 2022). By delving into their attitudes, motivations, and learning styles, educational researchers gain valuable insights into the challenges faced by educators in meeting the language learning needs of students (El-Amin, 2020; Richards, 2023). The research aims to shed light on these challenges, which include adapting teaching methods to align with learners' expectations and preferences, as well as addressing their diverse technological literacy and digital communication skills (Aleksandrzak, 2018; Spreadborough & Glasser, 2022). Additionally, the research explores the impact of socio-cultural factors on students' language learning, such as their affinity for collaborative and experiential learning opportunities (Ali et al., 2022; Bayrambayram & Canaran, 2020; Murugiah, 2020). By acknowledging these challenges, educators proactively design language education programs that integrate innovative and engaging teaching methodologies tailored to learners (Black & Mischel, 2023; Warden et al., 2022). Such solutions may involve the incorporation of technology-

enhanced learning platforms, interactive classroom activities, and project-based assignments that promote active participation and practical language application.

Therefore, the article overviewed the specific challenges faced by educators in implementing TESOL in Indonesian higher education institutions for students, which targeted the students of English Education Department. These are the unique needs and preferences of learners in their English language education journey within the context of Indonesian higher education and the innovative teaching methodologies, instructional technologies, and learner-centered approaches employed to engage the students.

LITERATURE REVIEW

Indonesian higher education institutions play a pivotal role in meeting the needs of Gen Z learners and fostering an environment that promotes their academic achievements and personal growth through language education (Patra & Shastry, 2022). This entails implementing innovative teaching methodologies, leveraging instructional technologies, and embracing learner-centered approaches that actively engage the learners (Abu Seman et al., 2019; Sharoni et al., 2022; Yusny et al., 2021). Accordingly, Generation Z (or Gen Z) is the generation born between 1997 and 2012. In 2024, their ages range from 12 to 27 years old. The oldest members of Gen Z may have already graduated from college, gotten married, and started families, while the youngest may be just 12 years old. Gen Z is known as the generation that depends on technology, especially the internet and social media. Every day, Gen Z is presented with various information, including what is trending today. They pose unique challenges, such as integrating technology effectively and addressing diverse learning preferences. Learners favor interactive, multimedia-rich environments, requiring innovative pedagogical approaches. Balancing traditional methods with modern digital tools is essential to maintain learners' engagement and motivation (Yusny et al., 2021).

GEN Z STUDENTS AND THEIR LEARNING STYLES

The students, who are Gen Z, characterized by their tech-savviness and preference for instant access to information, thrive in interactive, collaborative learning environments. Recent research in TESOL contexts highlights their favoring of multimedia resources, gamified learning, and social media integration to enhance language acquisition (Black & Mischel, 2023). These learners benefit from personalized, flexible approaches that incorporate digital tools and real-world applications (Menon & Alamelu, 2018). The students prefer active learning strategies, such as group projects and discussions, over traditional lecture-based methods. Understanding these preferences allows educators

to design engaging, effective TESOL programs that cater to the unique needs of learners.

Gen Z thrives in a digital learning environment, as a digital native. They gravitate towards online platforms, educational apps, and interactive multimedia content, finding it more engaging than traditional text-based methods. YouTube channels, educational videos, and interactive activities capture their attention effectively. Several studies projected that 95% of Gen Z teens have access to a smartphone, and 88% report using the internet daily (Manzoni et al., 2021; Paulina & Ernawati, 2022). This constant connectivity fosters a preference for digital learning experiences, i.e., Online platforms, educational apps, and interactive multimedia content cater to their short attention spans and desire for immediate engagement (Choo & Taha, 2023; Sandy & Fath, 2019). However, it is important to note that this preference for digital experiences should not overshadow the importance of fostering cultural awareness. Conversely, Gen Z flourishes in the digital domain. Their innate familiarity with technology translates into a sharp aptitude for identifying emerging job trends and comprehending the evolving nature of work within the digital age. This positions them favorably for success in the ever-changing technological landscape. However, this double-edged sword also exposes them to a vast amount of information, some of which may be misleading.

TESOL Challenges and Solutions for Gen Z Students

Overviewing Gen-Z Gen Z students often integrate English words and phrases into their daily Indonesian communication due to their high exposure to English through technology and social media. While this reflects a frequent use of English, it can lead to a lack of understanding of formal grammar and writing skills due to the informal learning style prevalent on these platforms (Paulina & Ernawati, 2022; Sandy & Fath, 2019). TESOL programs address these challenges by catering to Gen Z's learning preferences. For instance, the researchers suggested the Gamified learning platforms, interactive social media activities, and integrating authentic materials from social media can create engaging lessons that build grammar and vocabulary skills (Akdemir & Akdemir, 2023; Manzoni et al., 2021). As the result, the Gen Z students prioritizes getting their message across over strict adherence to grammar, which is beneficial in casual settings. However, formal environments require proper grammar and structure. Correspondingly, the TESOL programs should bridge this gap by incorporating discussions on appropriate slang use in different contexts. Then, the TESOL Programs emphasize the importance of standard English for professional settings and promote the benefits of strong grammar and communication skills beyond social media. Technology provides Gen Z with constant exposure to English through social media. However, this exposure led to passive learning and fragmented understanding due to

the informal nature of online communication. TESOL programs leverage technology by developing online learning modules that combine interactive exercises with clear explanations of grammar and vocabulary. Additionally, integrating social media platforms for collaborative learning activities can encourage critical thinking and discussions in English. The widespread use of English by Gen Z should not overshadow the importance of local languages.

Therefore, the TESOL programs cultivate a sense of appreciation for both languages by integrating local language and cultural elements into lessons. Encouraging students to explore how various languages is used for different purposes promotes multilingualism, a valuable asset in the globalized world.

RESEARCH METHOD

This study employed the phenomenological research design, which aimed to investigate the students' learning experiences and their perceptions as TESOL participants regarding language education in Indonesian higher education. The approach involved interviews and focus groups to gather in-depth insights into the challenges and preferences of Gen Z learners in language education.

THE DESIGN

The qualitative approaches referred to a comprehensive approach in a single study (Khakzad et al., 2013; Ratu et al., 2016). The data were collected and analyzed concurrently or sequentially to gain a more comprehensive understanding of the research topic (Puspitasari et al., 2021). The Qualitative research involved gathering non-numerical data such as interviews, focus groups, or observations to explore complex phenomena, uncover in-depth insights, and understand the subjective experiences and perspectives of participants (Cortini et al., 2021; Creswell & Clark, 2017; Zakariah et al., 2020). This method allows for a rich exploration of the challenges faced by educators and the unique needs and preferences of Gen Z students in language education (Creswell & Creswell, 2018).

THE INSTRUMENTS, PARTICIPANTS, AND SETTING

For qualitative data collection, semi-structured interviews and focus group discussions were conducted (Gordy et al., 2018; Irmawati et al., 2021; Mattos et al., 2022). These instruments were designed to explore the challenges faced by educators and the unique needs and preferences of students in language education. The participants of this study were the students who enrolled in the English Education Department of Tarbiyah dan Teacher Training Faculty of IAIN Langsa, Kota Langsa. Aceh. The study

selected purposive sampling technique to select participants who meet the criteria of being gen Z learners (Aini et al., 2020). The research conducted within the academic setting of the university, with data collection taking place on-campus.

THE PROCEDURE OF DATA COLLECTION

The data collection was conducted in several stages. Initially, ethical approval required from the relevant institutional review board. The qualitative data was collected through semi-structured interviews and focus group discussions, conducted in a comfortable and confidential setting (Irmawati et al., 2017; Smith et al., 2022). The semi-structured interviews overviewed on revitalizing language education in Indonesian higher education, focusing on TESOL implementation for the students. The data involved having a flexible interview guide with open-ended questions, which allow participants to share their experiences, perspectives, and insights on the challenges and preferences related to language education for Gen Z students (Creswell & Creswell, 2018; Dunham, 2018; McDonough, 2017).
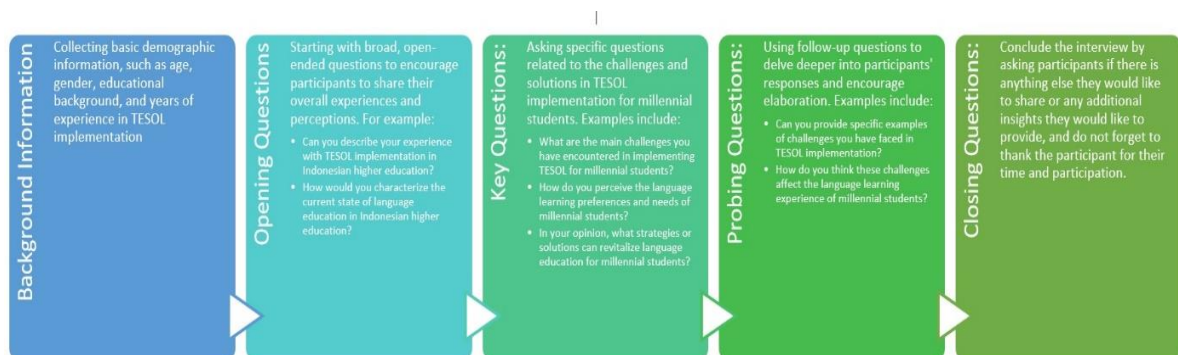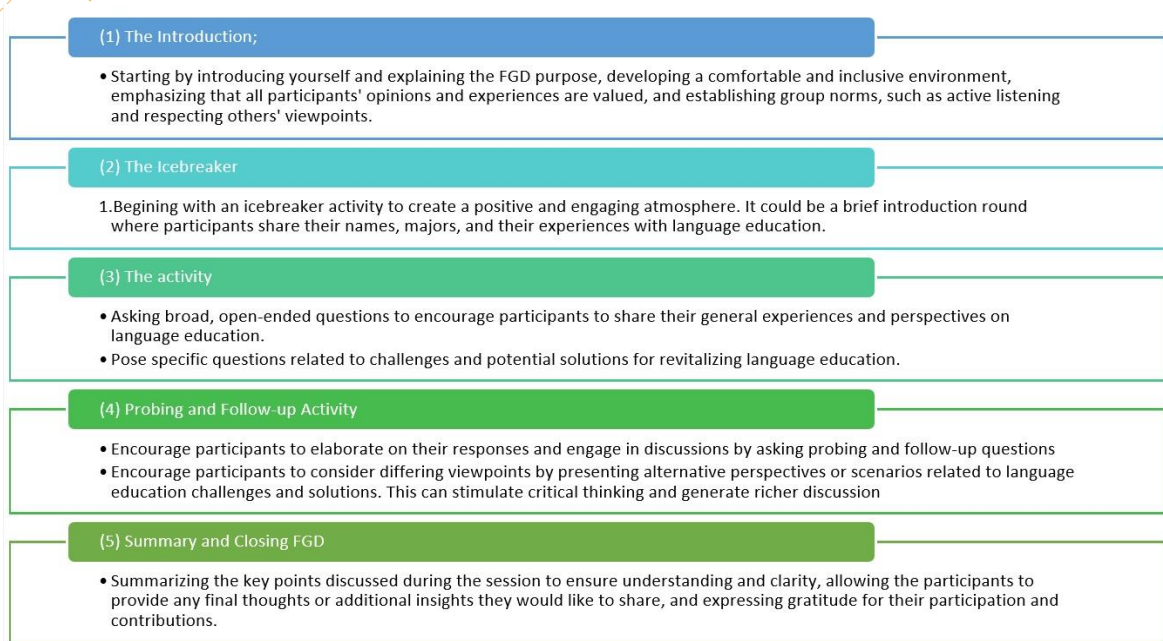

FIGURE 1. The protocols of semi-structured interviews

The instruments facilitated interaction and exchange of ideas among participants, allowing participants to share their experiences and perspectives in their own words. The goal of the focus group discussion is to encourage active participation and generate a rich exchange of ideas and perspectives among the participants (Ibad, 2018; Priyadi et al., 2021). To ensure a comfortable and confidential setting, the interviews and focus group discussions were conducted in a private and neutral location, such as a quiet room or a dedicated research space (Creswell & Creswell, 2018; McDonough, 2017). This environment fosters open communication and encourages participants to freely express their thoughts and experiences without concerns of judgment or breach of confidentiality.

(1) The Introduction;
- Starting by introducing yourself and explaining the FGD purpose, developing a comfortable and inclusive environment, emphasizing that all participants' opinions and experiences are valued, and establishing group norms, such as active listening and respecting others' viewpoints.

(2) The Icebreaker
1. Begining with an icebreaker activity to create a positive and engaging atmosphere. It could be a brief introduction round where participants share their names, majors, and their experiences with language education.

(3) The activity
- Asking broad, open-ended questions to encourage participants to share their general experiences and perspectives on language education.
- Pose specific questions related to challenges and potential solutions for revitalizing language education.

(4) Probing and Follow-up Activity
- Encourage participants to elaborate on their responses and engage in discussions by asking probing and follow-up questions
- Encourage participants to consider differing viewpoints by presenting alternative perspectives or scenarios related to language education challenges and solutions. This can stimulate critical thinking and generate richer discussion

(5) Summary and Closing FGD
- Summarizing the key points discussed during the session to ensure understanding and clarity, allowing the participants to provide any final thoughts or additional insights they would like to share, and expressing gratitude for their participation and contributions.

FIGURE 2. Descriptions of focus group discussion

THE PROCEDURE OF DATA ANALYSIS

The qualitative data from interviews and focus group discussions were transcribed, coded, and thematically analyzed using established qualitative analysis techniques. The quantitative data from surveys were analyzed using descriptive statistics and inferential analyses, to identify patterns, correlations, and trends. The coded data segments were grouped into themes that represent the participants' experiences, perceptions, and perspectives regarding challenges and solutions in revitalizing TESOL for Gen Z students in Indonesian higher education (Miller et al., 2018; Østergaard et al., 2008). The theme analysis was interpreted to understand their deeper meaning and how they relate to the research questions. This involve the context (Indonesian higher education) and participants' unique needs as Gen Z learners (Bonyadi, 2023; Tuffour, 2017). To ensure the trustworthiness of the analysis, techniques employed include: (1) Member Checking: Sharing preliminary findings with participants to see if their interpretations resonate with the data, (2) Peer Debriefing: Discussing the analysis with colleagues or research experts to gain alternative perspectives and enhance credibility, and (3) Maintaining an Audit Trail: Documenting the coding process, decisions made, and justifications for interpretations to ensure transparency. Therefore, the data analysis procedure aligns with the qualitative methods used in the research could extract valuable insights for revitalizing TESOL programs for Gen Z learners in Indonesian higher education.

ETHICAL CONSIDERATION

This research adhered to ethical guidelines to ensure participant confidentiality, privacy, and informed consent. The researcher informed of the purpose of the study, rights, and voluntary participation to the participants. The confidentiality maintained by anonymizing participant identities during data analysis and reporting.

RESULTS AND DISCUSSION

The findings of this study have significantly contributed to the development of strategies and recommendations aimed at revitalizing language education in Indonesian higher education.

Semi-structured Interview

The semi-structured interviews were conducted with a diverse group of participants who play various roles in TESOL implementation in Indonesian higher education. The participants were the students, who are still the fourth semester on their study. The students were pursuing undergraduate degrees in various fields were selected as participants. They represented a diverse range of majors and language proficiency levels.

Table 1. The 1st Opening Question

Question "*Can you describe your experience with TESOL implementation in Indonesian higher education?*"	
Answer 1	Answer 2
"*I have gained a deep understanding of the theoretical foundations of TESOL and its practical application in the Indonesian context. Engaging in classroom observations and microteaching sessions has allowed me to witness firsthand the complexities and nuances of implementing TESOL strategies and techniques*" (Interview result on 20 December 2022)	"*I have witnessed the impact of effective TESOL practices, such as communicative language teaching and task-based learning, in fostering student engagement and language proficiency. However, I have also recognized the challenges faced in implementing TESOL in Indonesian higher education, such as the need for more professional development opportunities for educators and the importance of incorporating technology-enhanced learning*". (Interview result on 20 December 2022)

The response highlights the student's comprehensive understanding of the theoretical foundations of TESOL and their practical application within the Indonesian context. By mentioning classroom observations and microteaching sessions, the student

emphasizes the importance of experiential learning in gaining firsthand knowledge of the complexities and nuances involved in implementing TESOL strategies and techniques. This next statement suggests that the student has actively engaged in practical experiences, which significantly enhances their understanding of TESOL implementation. By observing both responds, the actual classroom settings and participating in microteaching sessions, the student has likely witnessed the challenges and intricacies that arise when applying TESOL methodologies in real educational environments. This exposure allows the student to reflect on the practical implications of theoretical concepts, bridging the gap between theory and practice (Sandy & Fath, 2019). By acknowledging the complexities and nuances, the student demonstrates an awareness of the multifaceted nature of TESOL implementation (Akdemir & Akdemir, 2023). This understanding is crucial for effectively addressing the challenges that arise in Indonesian higher education settings, such as diverse student populations, varying language proficiency levels, and limited resources (Rahmat et al., 2018).

Furthermore, this experience likely provides the student with valuable insights into effective instructional strategies and the importance of tailoring TESOL approaches to suit the specific needs and context of Indonesian students. It suggests that the student is well-positioned to contribute to the improvement of TESOL practices in Indonesian higher education by leveraging their theoretical knowledge and practical experiences to address the unique challenges faced in the field. Overall, this response showcases the student's active involvement in TESOL implementation and their commitment to gaining a comprehensive understanding of the subject.

Table 2. The 2nd Opening Question

Question "*How would you characterize the current state of language education in Indonesian higher education?*"	
Answer 1	Answer 2
"*I would characterize the current state of language education in Indonesian higher education as a dynamic and evolving landscape. There is a growing recognition of the importance of English language proficiency and intercultural communication skills in today's globalized world. Educational institutions are increasingly emphasizing the integration of language education across various disciplines, acknowledging its significance in preparing students for*	"*We have a responsibility to contribute to the improvement of language education by staying informed about current research, adopting innovative teaching strategies, and advocating for policies that address the challenges faced by both educators and students. By actively engaging in professional development and collaborating with stakeholders, we can play a significant role in shaping the future of language education in Indonesian higher education, striving for excellence,*

international collaborations and career opportunities" (Interview result on 20 December 2022)	*inclusivity, and a student-centered approach".* (Interview result on 20 December 2022)

The response emphasizes the proactive role of English Education Department students in improving the current state of language education in Indonesian higher education. By stating that students have a responsibility to contribute to the field, the response highlights the active engagement and commitment of English Education students in driving positive change. The statement emphasizes the importance of staying informed about current research, which reflects the student's recognition of the need to stay updated with the latest advancements and best practices in language education. By being aware of current research trends, students enhance their understanding of effective teaching strategies, innovative methodologies, and emerging trends in language education (Richards, 2023). This knowledge is be applied to their own teaching practices and shared with fellow educators. The response also emphasizes the adoption of innovative teaching strategies. This reflects the student's understanding that language education needs to keep pace with evolving learner needs and technological advancements.

By embracing innovative approaches, such as technology-enhanced learning, blended learning, or task-based instruction, English Education students contribute to creating engaging and effective language learning experiences for students in Indonesian higher education. Furthermore, the statement highlights the importance of advocating for policies that address the challenges faced by both educators and students. By advocating for equitable access to resources, professional development opportunities, and supportive policies, English Education students contribute to creating a conducive environment for language education in Indonesian higher education institutions. The final part of the response emphasizes the importance of active engagement in professional development and collaboration with stakeholders (McDonough, 2017). This reflects the student's understanding that continuous learning and collaboration with fellow educators, administrators, policymakers, and other relevant stakeholders are key to driving positive change in language education. By actively participating in professional development activities, such as conferences, workshops, or research projects, English Education students enhance their own skills and knowledge while contributing to the collective improvement of language education in Indonesian higher education.

Overall, this response displays the proactive mindset and commitment of English Education students towards improving the current state of language education. It demonstrates their understanding of the need for continuous learning, innovative

approaches, and advocacy to shape a future that prioritizes excellence, inclusivity, and a student-centered approach in language education in Indonesian higher education.

Table 3. The 1st Key Question

Question "*What are the main challenges you have encountered in implementing TESOL for Gen Z?*"	
Answer 1	Answer 2
"*We recognize the challenges posed by digital distractions, the need for personalized instruction, time management constraints, and the diverse linguistic and cultural backgrounds of our students. The challenge is addressing the need for personalized and student-centered instruction. Gen z often have unique learning preferences and expectations, requiring us to adapt our teaching approaches to cater to their individual needs. The impact of the globalized world on Gen Z presents a challenge in terms of addressing their diverse linguistic backgrounds and cultural experiences. In a multicultural classroom, students may have different levels of English proficiency and varying exposure to different cultures.*" (Interview result on 20 December 2022)	"*The significant challenges are the prevalence of short attention spans among millennial learners. With information readily available at their fingertips, keeping them engaged in language learning activities can be demanding. To tackle this challenge, we strive to design interactive and dynamic lessons that incorporate multimedia, real-life examples, and gamification elements. We need to find a balance between utilizing technology to enhance language learning experiences and ensuring that it does not hinder genuine interaction and language practice. Emphasizing face-to-face communication, collaborative projects, and authentic language use in both digital and non-digital contexts can help overcome this challenge*". (Interview result on 20 December 2022)

The response highlights the various challenges that university students encounter in implementing TESOL for Gen Z. It recognizes the need for personalized and student-centered instruction to cater to the unique learning preferences and expectations of millennial learners. This emphasizes the importance of adapting teaching approaches to meet individual needs and create engaging learning experiences. The response also acknowledges the impact of the globalized world on Gen Z, specifically in terms of their diverse linguistic backgrounds and cultural experiences. It emphasizes the need to address these differences and create an inclusive learning environment that promotes cross-cultural understanding. One of the significant challenges identified is the prevalence of short attention spans among millennial learners due to the abundance of information available to them. To address this challenge, the response suggests designing interactive and dynamic lessons that incorporate multimedia, real-life

examples, and gamification elements. This approach aims to captivate and sustain millennial learners' engagement in language learning activities. The response also emphasizes the need to find a balance in utilizing technology for language learning. While technology enhances learning experiences, it also poses distractions and hinder genuine interaction.

By emphasizing face-to-face communication, collaborative projects, and authentic language use in both digital and non-digital contexts, the response proposes a way to overcome this challenge. It acknowledges the need for personalized instruction, the impact of globalization on linguistic and cultural diversity, the challenge of short attention spans, and the importance of balancing technology use. By addressing these challenges through innovative teaching strategies and inclusive approaches, educators create engaging and effective language learning experiences for Gen Z. Overall, the response highlights the complexities and multifaceted nature of implementing TESOL for Gen Z.

Table 4. The 2nd Key Question

Question "*How do you perceive the language learning preferences and needs of Gen Z?*"	
Answer 1	Answer 2
"*As university students, we perceive the language learning preferences and needs of Gen Z as dynamic and unique. Millennial learners are digital natives who are accustomed to technology and have a strong affinity for interactive and multimedia-based learning experiences. They seek language learning opportunities that are engaging, relevant, and accessible through digital platforms. Incorporating technology, such as mobile apps, online resources, and interactive multimedia, into language learning can cater to their preferences and enhance their motivation and engagement*" (Interview result on 20 December 2022)	"*I believed Millennial learners gravitate towards technology-enabled language learning methods that align with their tech-savvy nature. I appreciate language learning platforms and applications that offer interactive and gamified features, allowing them to engage with the content in an immersive and enjoyable way. Moreover, I value language learning experiences that are tailored to their individual needs and interests. They seek flexible learning paths that allow them to customize their language learning journey based on their goals and preferences*". (Interview result on 20 December 2022)

The interview results indicate that as university students, there is a recognition of the dynamic and unique language learning preferences and needs of Gen Z. It is acknowledged that millennial learners are digital natives who are highly comfortable

with technology and have a strong inclination towards interactive and multimedia-based learning experiences. This aligns with the belief that incorporating technology, such as mobile apps, online resources, and interactive multimedia, effectively cater to their preferences and enhance their motivation and engagement in language learning. The interviewee expresses appreciation for language learning platforms and applications that provide interactive and gamified features, as these elements resonate with millennial learners' tech-savvy nature. This suggests a preference for engaging and immersive learning experiences that make use of technological advancements to create a more enjoyable and stimulating language learning environment.

Furthermore, the interviewee emphasizes the importance of tailoring language learning experiences to the individual needs and interests of Gen Z. They highlight the value of flexible learning paths that allow learners to customize their language learning journey based on their goals and preferences. This recognition of individualization in language instruction aligns with the understanding that millennial learners appreciate personalized learning approaches that empower them to take ownership of their learning and promote a sense of autonomy (Afna, 2018; Monaco & Martin, 2007). Overall, the interview results provide insights into the perception of the language learning preferences and needs of Gen Z from the perspective of university students. It emphasizes the significance of technology integration, interactive and gamified features, and personalized learning approaches to effectively engage and meet the expectations of millennial learners. These findings informed instructional practices and curriculum development in order to create meaningful and impactful language learning experiences for Gen Z.

Table 5. The 3nd Key Question

Question "*In your opinion, what strategies or solutions can revitalize language education for Gen Z?*	
Answer 1	Answer 2
"*I think one of the strategies to revitalize language education for Gen Z is to embrace technology and leverage its potential in language learning. Integrating digital tools, such as mobile apps, online platforms, and language learning software, can create interactive and immersive learning experiences that resonate with millennial learners' tech-savvy nature. promoting learner autonomy and self-directed learning can revitalize*	"*I believe that incorporating authentic and current content can make language learning more engaging and relevant for Gen Z. Using real-world materials such as news articles, podcasts, videos, and social media posts can expose them to authentic language use and contemporary topics. This approach not only enhances their language skills but also broadens their knowledge and understanding of the world. Then, I will get an integrating*

language education for Gen Z. Offering choices in learning materials, allowing them to set goals and track their progress, and encouraging self-assessment and reflection can empower millennial learners to take ownership of their language learning journey" (Interview result on 20 December 2022)	*cultural and global perspectives into language education can enhance its appeal for Gen Z. Exploring different cultures, languages, and perspectives can foster intercultural competence and broaden their horizons. This can be achieved through activities such as virtual exchanges, and cultural immersion programs.".* (Interview result on 20 December 2022)

The interview results shed light on various strategies to revitalize language education for Gen Z, as perceived by the interviewee. The first strategy highlighted is the integration of technology in language learning. The interviewee emphasizes the importance of leveraging digital tools such as mobile apps, online platforms, and language learning software to create interactive and immersive learning experiences. This approach aligns with the tech-savvy nature of millennial learners and enhance their engagement and motivation. Another strategy mentioned is promoting learner autonomy and self-directed learning. The interviewee believes that offering choices in learning materials, allowing students to set goals and track their progress, and encouraging self-assessment and reflection empower millennial learners to take ownership of their language learning journey. This approach promotes independence and personalization, catering to the individual needs and interests of students. The interviewee also emphasizes the significance of incorporating authentic and current content in language education. By using real-world materials such as news articles, podcasts, videos, and social media posts, millennial learners are exposed to authentic language use and contemporary topics (Afna & Fadilla, 2022).

This approach not only enhances their language skills but also broadens their knowledge and understanding of the world, making the learning experience more relevant and engaging. Moreover, integrating cultural and global perspectives is highlighted as a strategy to revitalize language education. The interviewee suggests that exploring different cultures, languages, and perspectives fostered intercultural competence and broaden the horizons of millennial learners. Activities such as virtual exchanges and cultural immersion programs are mentioned as means to achieve this goal. These strategies reflect the evolving nature of education and cater to the preferences and needs of the millennial generation. By implementing these strategies, language educators create a more engaging, relevant, and inclusive learning environment for Gen Z. Overall, the interview results emphasize the importance of embracing technology, promoting learner autonomy, incorporating authentic content,

and integrating cultural and global perspectives to revitalize language education for Gen Z.

Table 6. The Probing Questions

Question "*In your opinion, what strategies or solutions can revitalize language education for Gen Z?*	
Answer 1	Answer 2
"*I have encountered several challenges that directly impact the language learning experience of Gen Z. One specific challenge is the prevalence of digital distractions. With the constant access to smartphones, social media, and other online platforms, it can be difficult for millennial learners to stay focused during language learning activities. Gen Z have diverse learning preferences and expectations, and a one-size-fits-all approach may not cater to their individual needs. These challenges impact the language learning experience of Gen Z by potentially reducing their motivation and engagement*" (Interview result on 20 December 2022)	"*I have come across specific challenges that directly influence the language learning experience of Gen Z. One significant challenge is the rapid advancement of technology and its impact on language learning. While technology offers various opportunities for interactive and immersive language learning experiences, it also poses distractions. Millennial learners often face the challenge of navigating digital distractions, such as social media and online entertainment, which can hamper their focus and concentration during language learning activities*". (Interview result on 20 December 2022)

The interview results highlight the challenges that directly impact the language learning experience of Gen Z, as observed by the interviewees. Both interviewees mention the prevalence of digital distractions as a significant challenge. With constant access to smartphones, social media, and online platforms, millennial learners find it challenging to stay focused during language learning activities. The interviewees recognize that these distractions hamper their concentration and hinder their language learning progress. Another common challenge mentioned by the interviewees is the diverse learning preferences and expectations of Gen Z. A one-size-fits-all approach may not effectively cater to their individual needs. The interviewees acknowledge the importance of addressing these diverse needs and preferences to ensure an engaging and motivating language learning experience.

The impact of technology on language learning is also highlighted as a challenge. While technology offers various opportunities for interactive and immersive language learning experiences, it also brings distractions. The interviewees note that millennial learners often struggle with navigating digital distractions, such as social media and online entertainment, which affect their focus and concentration during language

learning activities. They potentially reduce their motivation and engagement in language learning. Recognizing and addressing these challenges is crucial to create an environment that fosters active participation, motivation, and effective language acquisition for millennial learners. Overall, these challenges have a direct impact on the language learning experience of Gen Z.

The FGD Section
The focus group discussions conducted in this study provided valuable insights into the challenges and potential solutions related to revitalizing language education for Gen Z in Indonesian higher education.

Figure 3. The FGD Sections

The focus group discussions provided valuable insights into challenges and solutions in revitalizing language education for Gen Z in Indonesian higher education. One finding highlighted digital distractions as a significant challenge, hindering students' focus and concentration. Strategies to minimize distractions and promote engagement were recommended. Another finding emphasized the need to accommodate diverse learning preferences through flexibility and personalized instruction. Integrating authentic content and cultural perspectives was seen as vital for enhancing language skills and intercultural competence. Overall, the discussions emphasized addressing digital distractions, catering to diverse preferences, incorporating authentic content, and promoting cultural understanding for a student-centered language learning environment. These insights inform effective strategies and policies for millennial language learners.

One important finding was the recognition of digital distractions as a significant challenge faced by Gen Z in language learning. Participants discussed how the constant access to smartphones, social media, and online platforms impede students' focus and concentration during language learning activities. They emphasized the need to address this challenge by incorporating strategies that minimize digital distractions and promote active engagement in language learning.

The Discussion Challenges and Solutions in TESOL for Gen Z
Their involvement was crucial to understand the experiences and preferences of the target group for revitalizing language education in Indonesian higher education. By recognizing the specific requirements of millennial learners, language educators, policymakers, and institutions involved in language education implement practices that promote not only language proficiency but also enhance the overall educational experience of Gen Z in Indonesian higher education settings.

The implications of this research extend to various stakeholders, including language educators who refine their teaching methodologies and approaches, policymakers who shape language education policies, and institutions that create supportive and engaging learning environments (Richards, 2023). Ultimately, the research outcomes aim to advance language education practices in a way that addresses the unique needs of millennial learners, fostering their language proficiency and contributing to their holistic educational growth in the context of Indonesian higher education. he participants also discussed the impact of globalization on language education. They emphasized the need to integrate authentic and current content into language instruction, incorporating real-world materials such as news articles, podcasts, videos, and social media posts. By exposing Gen Z to authentic language use and contemporary topics, educators enhance their language skills while also broadening their knowledge and understanding of the world.

Furthermore, the discussions highlighted the significance of incorporating cultural and global perspectives in language education. Participants recognized the multicultural nature of classrooms and stressed the importance of fostering intercultural competence among Gen Z. They suggested activities such as virtual exchanges and cultural immersion programs to provide opportunities for students to explore different cultures, languages, and perspectives. The findings emphasized the importance of addressing digital distractions, catering to diverse learning preferences, incorporating authentic content, and integrating cultural and global perspectives. These insights informed educators and policymakers in developing effective strategies and policies that create a more engaging, inclusive, and student-centered language learning environment for Gen Z. Overall, the focus group discussions revealed the challenges

and potential solutions in revitalizing language education for Gen Z in Indonesian higher education.

CONCLUSIONS

In conclusion, this study focused on revitalizing language education in Indonesian higher education, specifically TESOL implementation for Gen Z. Employing qualitative research methods, including interviews and focus group discussions with educators and stakeholders, the study identified key challenges such as digital distractions, diverse learning preferences, and time management constraints. These challenges impact Gen Z's language learning experience by potentially reducing motivation and engagement. Strategies to revitalize language education include embracing technology, promoting learner autonomy, integrating authentic and current content, and incorporating cultural and global perspectives. The findings inform policymakers and educators, facilitating the development of effective strategies and policies that address millennial learners' specific needs and preferences. By addressing these challenges and implementing innovative solutions, Indonesian higher education creates a more engaging, inclusive, and student-centered learning environment. Overall, this study provides valuable insights into revitalizing language education for Gen Z in Indonesian higher education.

REFERENCES

Abu Seman, S. A., Hashim, M. J., Roslin, R. M., & Ishar, N. I. M. (2019). Millennial learners' acceptance and satisfaction of blended learning environment. *Asian Journal of University Education, 15*(3), 130-141. https://doi.org/10.24191/ajue.v15i3.7845

Afna, M. (2018). The correlation between vocabulary and speaking skill. *JL3T (Journal of Linguistics, Literature and Language Teaching), 4*(1), 43-71. https://doi.org/10.32505/jl3t.v4i1.750

Afna, M., & Fadilla, C. N. (2022). The genre approaches for teachers' strategy to deliver productive teaching-learning in English subject at SMAN 1 Kota Langsa. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, *5*(2), 153-164. https://doi.org/10.20527/jetall.v5i2.13425

Aini, R. M., Muslem, A., & Usman, B. (2020). Lecturers' strategies used in teaching English reading comprehension: A case at a private college in Aceh. *Humanities & Social Sciences Reviews, 8*(3), 20–30. https://doi.org/10.18510/hssr.2020.833

Akdemir, A. S., & Akdemir, Ö. A. (2023). From theory to practice: Teaching English to Generation Z. *Shanlax International Journal of Education, 12*(1), 114-116. https://doi.org/10.34293/education.v12i1.6916

Akmal, S., Masna, Y., & Nasution, L. A. (2021). Engaging to nurturing: English language teaching strategies and constraints for very young Muslim learners at kindergarten in Aceh. *Jurnal Ilmiah Islam Futura, 21*(1), 46-62. https://doi.org/10.22373/jiif.v0i0.5397

Aleksandrzak, M. (2018). Genre-based approaches in teaching and learning English for academic purposes (EAP). *Neofilolog,* (51/2), 137-151. https://doi.org/http://dx.doi.org/10.14746/n.2018.51.2.2

Al Fath, M. S. (2018). *Investigating Gen Z students' perceptions on the use of Instagram to improve vocabulary* [Bachelor's thesis, IAIN Palangka Raya]. Digital Library IAIN Palangka Raya. http://digilib.iain-palangkaraya.ac.id/id/eprint/1555

Ali, T., Buergelt, P. T., Maypilama, E. L., Paton, D., Smith, J. A., & Jehan, N. (2022). Synergy of systems theory and symbolic interactionism: A passageway for non-Indigenous researchers that facilitates better understanding Indigenous worldviews and knowledges. *International Journal of Social Research Methodology, 25*(2), 197-212. https://doi.org/10.1080/13645579.2021.1876300

Bayrambayram, İ., & Canaran, Ö. (2020). Identifying the perceived professional development needs of English for specific purposes (ESP) teachers. *Elementary Education Online, 19*(3), 1647–1659. https://doi.org/10.17051/ilkonline.2020.734559

Black, J., & Mischel, L. (2023). Grassroots entrepreneurial program: developing best practices. Journal of Small Business and Entrepreneurship, 35(2), 218-235. https://doi.org/10.1080/08276331.2020.1728491

Bonyadi, A. (2023). Phenomenology as a research methodology in teaching English as a foreign language. *Asian-Pacific Journal of Second and Foreign Language Education, 8*(1), 1-12. https://doi.org/10.1186/s40862-022-00184-z

Choo, S. Y., & Taha, H. (2023). Embracing gen-z's learning styles with a mobile enthalpy game application (MEGA) for thermochemical equation. *Cakrawala Pendidikan, 42*(1), 64-76. https://doi.org/10.21831/cp.v42i1.35394

Cortini, M., Giordano, R., Benevene, P., Cervai, S., Galanti, T., Fantinelli, S., & Di Fiore, T. (2021). How power is pester power? A mix-method study. *TPM - Testing, Psychometrics, Methodology in Applied Psychology, 28*(1), 37-46. https://doi.org/10.4473/TPM28.1.3

Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mix methods research*. SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.

Dunham, M. E. (2018). *A design-based research study of aspiring leaders' individual development, self-efficacy and self-directed learning following participation in an autobiographical leadership development program* (Publication No. 10811051) [Doctoral dissertation, George Mason University]. George Mason University ProQuest Dissertations & Theses.

El-Amin, A. (2020). Andragogy: A theory in practice in higher education. *Journal of Research in Higher Education, 4*(2), 54–69. https://doi.org/10.24193/jrhe.2020.2.4

Gordy, X. Z., Zhang, L. L., Sullivan, A. L., Haynie, L., Richards-Moore, L., & Bailey, J. H. (2018). A multi-disciplinary empirical investigation of active learning classroom's effects on student learning. *Interdisciplinary Education and Psychology, 2*(1), 3.

Ibad, F. (2018). Personality and Ability Traits of Teachers: Student Perceptions. *Journal of Education and Educational Development*, *5*(2), 162-177.

Irmawati, D. K., Asri, T. M., & Aziz, A. L. (2021). How EFL teachers deal with pedagogical competence development for the teaching of writing: A study on higher educational level in Indonesian context. *Journal of Education and E-Learning Research*, *8*(1), 42-51. https://doi.org/10.20448/JOURNAL.509.2021.81.42.51

Irmawati, D., Widiati, U., & Cahyono, B. (2017). How do Indonesian professional English teachers develop their pedagogical competence in teaching implementation? *Arab World English Journal, 8*(2), 293–307. https://doi.org/10.24093/awej/vol8no2.21

Khakzad, N., Khan, F., Amyotte, P., & Cozzani, V. (2013). Domino effect analysis using Bayesian networks. *Risk Analysis, 33*(2), 292-306. https://doi.org/10.1111/j.1539-6924.2012.01854.x

Lisa, A., Faridi, A., Bharati, D. A. L., & Saleh, M. (2021). A TPACK-in practice model for enhancing EFL students' readiness to teach with Ed-tech apps. *International Journal of Interactive Mobile Technologies, 15*(17), 156–176. https://doi.org/10.3991/ijim.v15i17.23465

Manzoni, B., Caporarello, L., Cirulli, F., Magni, F. (2021). The preferred learning styles of generation z: do they differ from the ones of previous generations? In C. Metallo, M. Ferrara, A. Lazazzara, S. Za (Eds.), *Digital Transformation and Human Behavior. Lecture Notes in Information Systems and Organisation*, 37, (pp. 55-67). Springer. https://doi.org/10.1007/978-3-030-47539-0_5

Martunis, M. (2020). The benefits of social media as a modern teaching and learning tool in higher education in Indonesia. *Accentia: Journal of English Language and Education*, *1*(2), 70-79.

Mattos, C., Lopez, F. S., Ortega, J. L., & Rodrigues, A. (2022). The public discussion on flat earth movement: An analysis based on the esperantist-epideictic discourse. *Science and Education, 31*(5), 1339-1361. https://doi.org/10.1007/s11191-022-00321-7

McDonough, S. (2017). *Applied linguistics in language education*. Routledge.

Menon, S. U., & Alamelu, C. (2018). Millennial learners: Is a new teaching strategy required? *Research Journal of English Language and Literature (RJELAL), 6*(1), 110-113.

Meyer, M., Debackere, K., Grant, K., Kuusisto, J., Kume, O., & Yu, T. (2019). Universities, user-driven competence centres and intellectual property. *Les Nouvelles-Journal of the Licensing Executives Society*, 54(2), 61–172.

Miller, R. M., Chan, C. D., & Farmer, L. B. (2018). Interpretative phenomenological analysis: A contemporary qualitative approach. *Counselor Education and Supervision, 57*(4), 240-254. https://doi.org/10.1002/ceas.12114

Monaco, M., & Martin, M. (2007). The millennial student: A new generation of learners. *Athletic Training Education Journal, 2*(2), 42-46. https://doi.org/10.4085/1947-380x-2.2.42

Murugiah, T. K. (2020). Challenges in transforming assessments for 21st century skills development: Lecturers' perspective. *Asian Journal of Education and Training, 6*(1), 41–46. https://doi.org/10.20448/journal.522.2020.61.41.46

Østergaard, E., Dahlin, B., & Hugo, A. (2008). Doing phenomenology in science education: A research review. *Studies in Science Education*, *44*(2), 93-121.

https://doi.org/10.1080/03057260802264081

Patra, S. M., & Shastry, K. (2022). Effective teaching for millennial learner. *Journal of Engineering Education Transformations, 35*(4), 129-136. https://doi.org/10.16920/jeet/2022/v35i4/22112

Paulina, C., & Ernawati, E. (2022). How to develop learning styles to encourage Gen Zers in their academic performance and workforce. *Business Economic, Communication, and Social Sciences (BECOSS) Journal*, *4*(2), 121-132. https://doi.org/10.21512/becossjournal.v4i2.8378

Priyadi, M., Sarwa, Lisyanto, & Basuki, N. (2021). Indonesian teacher's competencies profile according to the SAMR model framework. In *Journal of Physics: Conference Series,* 1842(1) (pp. 1-8). IOP Publishing. https://doi.org/10.1088/1742-6596/1842/1/012083

Puspitasari, Y., Widiati, U., Marhaban, S., Sulistyo, T., & Rofiqoh. (2021). The sustainable impacts of teacher action research on EFL teachers in Indonesia. *Studies in English Language and Education, 8*(3), 952–971. https://doi.org/10.24815/siele.v8i3.21388

Rahmat, N. H., Rahman, S. A. S. A., & Hassan, H. R. (2018). Exploring reading issues among millennials and GenZ. *European Journal of English Language Teaching, 4*(2), 112-125.

Ratu, L. T., Fadlia, F., Makhroji, M., Asra, S., & Chairuddin, C. (2020). A study of teenagers interest in learning English in Langsa. *Journal of Education, Linguistics, Literature and Language Teaching*, *3*(1), 21-34.

Richards, J. C. (2023). Teacher, learner and student-teacher identity in TESOL. *RELC Journal*, *54*(1), 252-266. https://doi.org/10.1177/0033688221991308

Rinekso, A. B., Rodliyah, R. S., & Pertiwi, I. (2021). Digital literacy practices in tertiary education: A case of EFL postgraduate students. *Studies in English Language and Education*, *8*(2), 622-641. https://doi.org/10.24815/siele.v8i2.18863

Sharoni, S. K. A., Seman, N., Razali, N., & Zamri, Z. (2022). Embracing online learning: The readiness and perceived challenges among health sciences distance learners. *Malaysian Journal of Medicine and Health Sciences, 18*(6), 251-258. https://doi.org/10.47836/mjmhs18.6.33

Skelly, D. A. M. (2019). *A mixed-methods study of applying andragogical practices to an online TESOL* (Publication No. 27666090) [Doctoral Dissertation, Lindenwood University]. Lindenwood University ProQuest Dissertations & Theses.

Smith, G. F., Jung, H., & Zenker, F. (2022). From task-based needs analysis to curriculum evaluation: Putting methodological innovations to the test in an English for academic purposes program. *English for Specific Purposes, 66*, 80-93. https://doi.org/10.1016/j.esp.2022.01.001

Spreadborough, K., & Glasser, S. (2022). A literature review on the use of retrospective LMS data to investigate online Teaching and Learning practices. *Pacific Journal of Technology Enhanced Learning*, *4*(1), 12-13. https://doi.org/10.24135/pjtel.v4i1.131

Suharto, D., Nurdin, E. S., & Waluya, B. (2022). Pengembangan kompetensi pedagogical content knowledge pada mahasiswa calon guru dalam kegiatan magang bersertifikat kampus merdeka di Global Islamic Boarding School Yayasan

Hasnur Centre. *Jurnal Penelitian Pendidikan, 22*(2), 182–197. https://doi.org/https://doi.org/10.17509/jpp.v22i2.50036

Tuffour, I. (2017). A critical overview of interpretative phenomenological analysis: A contemporary qualitative research approach. *Journal of Healthcare Communications, 2*(4), 1-5. https://doi.org/10.4172/2472-1654.100093

Warden, C. A., Yi-Shun, W., Stanworth, J. O., & Chen, J. F. (2022). Millennials' technology readiness and self-efficacy in online classes. *Innovations in Education and Teaching International, 59*(2), 226-236. https://doi.org/10.1080/14703297.2020.1798269

Yundayani, A., & Ardiasih, L. S. (2021). Task-based material design for academic purposes: Learners' English writing skill improvement. *Studies in English Language and Education, 8*(1), 258-275. https://doi.org/10.24815/siele.v8i1.18169

Yusny, R., Rizki, F., Trisnawati, I. K., & Mulia, M. (2021). Offline or online?: EFL students' perceptions on working in face-to-face and virtual learning modes. *Englisia: Journal of Language, Education, and Humanities*, *9*(1), 113-128.

Zakariah, M. A., Alfriani, V., & Zakariah, K. M. (2020). *Metodologi penelitian: Kualitatif, kuantitatif, action research, research and development*. Yayasan Pondok Pesantren Al Mawaddah Warrahmah.