

Teaching Gen Z: What Teachers Need to Know

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Abstract: The emergence of Generation Z has transformed the educational landscape, requiring higher education institutions to reconsider traditional teaching approaches in response to students' evolving learning preferences, technological fluency, and cognitive characteristics. As digital natives, Generation Z learners bring unique expectations and challenges to the classroom, making it essential for educators to understand and adopt pedagogical practices that foster engagement, participation, and meaningful learning experiences. Generation Z learners have introduced new challenges and opportunities for higher education due to their strong affinity with digital technologies, preference for interactive learning environments, and different cognitive and learning characteristics. This study investigates the extent to which university teachers understand the characteristics of Generation Z learners and adapt their pedagogical practices accordingly within the Algerian higher education context. Adopting a descriptive quantitative research design, data were collected through two structured questionnaires administered to 10 university teachers and 30 second-year English language students. The questionnaires explored perceptions of classroom practices, technology integration, student engagement, and teaching strategies. The findings reveal a considerable mismatch between students' digital learning expectations and the predominantly traditional teaching approaches employed by many instructors. While students expressed a clear preference for technology-enhanced, collaborative, and interactive learning experiences, many teachers acknowledged difficulties in integrating digital tools due to limited training, resistance to pedagogical change, and institutional constraints. The study highlights the urgent need for continuous professional development programs that equip teachers with digital pedagogical competencies and encourage learner-centered instructional practices. It also emphasizes the importance of curriculum reform and institutional support to bridge the gap between digital native learners and digital immigrant educators. The findings contribute to the growing body of literature on Generation Z education and provide practical recommendations for improving teaching effectiveness in contemporary higher education environments.

Keywords: Digital immigrants, digital natives, EFL students, generation Z, teaching methods.

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1. Introduction

With the rapid development of technology over the last decade, many fields have been affected and education is no exception. The process of learning in the 21st century is no longer the same as that of the 80s. Many traditional beliefs have been shaken and some of the previously held principles are fading away. Today, we are living in a whole new world; a world that has been created by technology and internet and which is considered as home to today's generation. Statistics showed that two thirds of the world population owns a smart device (Prensky, 2005), and these smart devices have become an inseparable tool to nowadays youth. Change has been brought to education and educators are in no place to resist or refuse it. What is worrying to teachers and parents nowadays, is that, children and teenagers are learning everywhere except in schools. Artificial intelligence tools are now available for them to learn, and learners are becoming more dependent on digital technologies than ever before. Some studies have showed that students born in the technological era are suffering from attention spans and that they are facing difficulties to concentrate (Weyers, 2012), however, that is not the case. They are not facing problems to concentrate as we can find them perfectly concentrating on a movie or on a video game, so the issue is not in their focus abilities but in their needs and preferences that have been changed. Reports also show that Generation Z learners want creativity and flexibility in their education (GoStudent, 2023). This challenge is especially evident in ESP teaching, where practitioners' roles are being reshaped in the digital era (Bouguebs, Rouaghe, & Perrodin, 2023).

The emergence of what scholars call the fourth Industrial Revolution has not only transformed industries and economies but also redefined the nature of knowledge and the way it is transmitted. In the field of education, this transformation is evident in how learning environments, teacher-student interactions, and even the concept of literacy itself have evolved. Today's students, often referred to as digital natives, have grown up surrounded by technology, mobile devices, social media, and instant access to information, which has fundamentally altered their cognitive, social and behavioural patterns. They process information faster, multitask effortlessly and expect immediacy in feedback and results. As Prensky (2001) argued, these learners think and process information fundamentally differently from those who came before them, suggesting a neurological as well as pedagogical shift. Education systems across the world, however, have not always kept pace with these rapid changes. While learners' lifestyles and foot patterns have become more digitized, many classrooms continue to rely on traditional, teacher centered methods that were designed for the industrial age. This mismatch between how students live, and how they are taught, has created a growing sense of disconnection, were students often perceive school as irrelevant or outdated. In higher education, this disconnection manifest as disengagement, low motivation, and preference for self-directed online learning instead of face-to-face lectures.

The gap between digital natives and digital immigrants is therefore not only generational, but also epistemological and it concerns the way knowledge is constructed, accessed, and valued. In Algeria, as in many developing countries, the integration of technology in education has been both promising and challenging. Universities are increasingly adopting hybrid, teaching models, and digital platforms, such as Moodle and Google classroom; however, the base of adaptation remains uneven. Many veteran teachers or digital immigrants still rely on conventional lecturing methods, while students especially those from generation Z expect dynamic technologies, supported and interactive learning experiences. The cultural and institutional inertia within the Algerian higher education system often prevents effective pedagogical reform, leaving teachers, struggling to balance innovation with existing norms and resource limitations.

Another important dimension of this digital transition concerns the psychological and social development of learners. Researchers suggest that Generation Z students are more visually oriented, emotionally expressive, and globally connected, than previous generations. Their exposure to online communities and global media has broadened their perspective, but has also made them more impatient with slow based instruction. Consequently, the students prefer learning modes that are experiential, creative, and personalized. They are drawn to multimedia materials, gamified tasks, and collaborative projects that mirror the interactivity of their online environments. Teachers, however, often find it difficult to design such environments, especially when institutional training and resources are limited. The divide between the two generations is not only about technology use, but also about attitudes toward knowledge and authority, digital immigrants, teachers, who were educated in a pre-digital age tend to value linear reasoning, discipline, and delayed gratification. In contrast, digital natives, value speed, connectivity, and instant results. This divergence in values can lead to misunderstandings in the classroom: teachers may perceive Generation Z learners as distracted or disrespectful, while students may view their teachers as rigid and outdated. The result is often mutual frustration, which affects both learning outcomes and classroom relationships.

In addition, the rise of artificial intelligence tools, such as ChatGPT, Grammarly, and other language supported-platforms has further widened this generational gap. While students quickly adopt these tools as natural extensions of their learning process, many educators see them as threats through academic integrity, or as shortcuts that undermine Critical thinking. Yet, as Bouguebs, Rouaghe and Perrodin (2023) observe technology in language learning can be empowering if guided properly, it provides opportunities for authentic communication, creativity, and learner autonomy. The key challenge, therefore, lies not in resistant to technology, but in rethinking how it can be used to foster meaningful engagement between teachers and students.

From a pedagogical standpoint, this shift calls for re-evaluating the traditional roles of teachers and learners. Teachers are no longer the sole transmitters of knowledge, but facilitators, mentors, and curators of digital experiences. Learning, in turn, becomes a collaborative and constructive process, where students co-create knowledge through exploration and reflection. However, this ideal model remains difficult to implement in contexts like Algeria, where large class sizes, limited infrastructure, and uneven digital literacy continue to constrain innovation. Moreover, many teachers experience anxiety about using technology, fearing that it may expose their lack of digital competence or reduce their authority in the classroom. Nevertheless, evidence from the literature suggests that when properly integrated, technology enhances not only motivation and participation, but also the quality of learning outcomes. In this regard, the question is no longer whether to use technology, but how to use it effectively while maintaining human connection and pedagogical integrity. This balance between innovation and empathy, between digital tools and personal relationships, lies at the heart of teaching Generation Z, a generation that demands both flexibility and purpose, both autonomy and mentorship.

2. Literature Review

The literature on teaching Generation Z emphasizes that learning today occurs in a digital, fast-paced, and highly connected environment. Scholars agree that this new context has transformed learners' expectations and behaviours. Generation Z students are independent, visually oriented, and accustomed to instant access to information. They prefer interactive and flexible learning modes that reflect their digital lifestyles. Teachers, in turn, are expected to adapt their instructional approaches to bridge the generational and technological gap. Understanding these differences is essential for developing pedagogies that engage digital

natives while maintaining meaningful educational relationships. The youth of nowadays want to be treated as important individuals rather than parts of a group or even a community, and they also want their needs and preferences to be taken into account. Generation of today is technologically developed and connected to the rest of the world in intriguing ways that did not exist before, they receive information like 24/7 and whatever they are looking for is in one click away. So people are wondering, does this generation need school? Do they need information to be lectured on? We, as educators would say yes and that they still need us to learn, however, that will not be their answer and perception. As a start, what we all agree on is that there is a huge gap in thinking between teachers-especially experienced ones- and the generation of technology (Chan & Lee, 2023; Chan & Hu, 2023; Booker et al., 2024). Recent reviews also highlight that Generation Z learners prefer interactive and flexible learning strategies (A Scoping Review of Gen Z Nursing Students, 2024). Generation Z teachers alike see creativity as essential for success (Tech & Learning, 2024). Braknia et al. (2025) argue that artificial intelligence technologies have significantly transformed English language learning by providing personalised learning experiences, immediate feedback, and interactive learning environments that extend beyond traditional instructional methods. Their findings further indicate that AI-driven applications such as ChatGPT, Grammarly, and Duolingo enhance learners' reading, writing, listening, and speaking skills while promoting greater engagement and autonomy. These findings reinforce the importance of integrating digital technologies into educational practices to meet the learning preferences and expectations of today's Generation Z students.

1.1.Digital natives

Today's learners are described as digital natives. This concept was firstly introduced by Marc Prensky (2001) in his famous article "Digital Natives, Digital Immigrants". Digital natives are those who grew up with technology; they are familiar with all smart devices and they consider them as an integral part of their life. They are also defined as the generation of technology development, internet networks and digital activity is their mother tongue. Being born and raised in a technological world, they developed some information processing techniques different from those of previous generations; their thinking capacities are different as research suggests that prolonged exposure to digital technologies may influence cognitive patterns and learning preferences (Prensky, 2001). What's more important is that they are native speakers of the digital language and that is why we find a huge gap between them and the un-technological generation. Digital natives appreciate technology and practice it in an effortless manner; however, that doesn't make them all experts, developers and inventors, they are just digital users. They are called digital natives, but that doesn't only apply on digital devices but also on the way they deal and cope with information. When it comes to technology, their abilities are way developed. They can easily master informatics, smart devices, computers and they rarely look for a lesson to show them how to deal with technology. Digital natives are the generation of the web 2.0 and they have a new vision of time, space and tools of communication, immediacy and mobility are their slogan. They are constantly connected and they can easily multitask; however, what has become scary is that even the attitudes, future goals, relationship with media, values and expectations of the digital generation have been altered by technology in a way that could affect the stability of society in general. (Chan & Lee, 2023; Chan & Hu, 2023; Hammad, 2025). Similar findings were reported in Chinese EFL Classrooms, where Generation Z students showed distinctive learning attitudes (Chen, 2023).

1.2.Digital immigrants

It is widely agreed that there are differences between generations. Before the coming of the digital generation, there was a generation that held different views and principles, and that doesn't agree or share the same values of those of the digital generation. This generation is facing difficulties to communicate, collaborate, understand and surely educate the digital ones. This generation that existed before the digital one has been referred to by Mark Prensky (2001) as the digital immigrants. These immigrants were not born in the digital era but who adopted different aspects from the digital world. They are considered as different from digital ones in the way of learning their mother tongue. Digital immigrants have an accent proper to them like the printing of emails or showing something to someone using proper hands rather than sending a link (Prensky, 2001). Also, digital immigrants use internet as a second source of information unlike the digital ones, and they tend to read program manuals without thinking that they may actually work on their own. These differences between the two generations have created a problem, and educators, teachers and parents are concerned about how to deal with that. Parents are facing difficulties to communicate with their children since they do not share the same values; likewise, teachers are trying to find a way to interact with their students since they were not taught in the same way. Digital natives have a specific vision of the world, for example, if they work in a traditional company they will surely face difficulties to cope because their principles of working and collaboration are digitally based. What's important to researchers in the field of education is the conflict arouse between digital natives and digital immigrants due to the different language that they share, the language that is considered pre-digital to their digital nature. Prensky (2005) noted that digital immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language". This research is asserted by other works that confirm that universities worldwide face the same generational divide in teaching practices (Cickovska, 2023).

1.3.Native/immigrant divide

Many Generation Z learners may perceive traditional educational environments as restrictive when instructional practices fail to align with their preferred learning styles. Digital natives are complaining and facing difficulties to understand the language of the digital immigrants. Digital natives process information in a different way from that of the digital immigrants, they receive loads of information really fast, they like to multitask, they prefer graphics rather than written texts, they love games , hate the serious work and they certainly function better when they are connected to their digital world (Chan & Lee, 2023; Chan & Hu, 2023; Hammad, 2025). Secondary-level research confirms both opportunities and challenges in teaching Generation Z (Erisen & Bavli, 2024).

Digital immigrants on the other hand have little appreciation for the skills that are adopted by the digital natives. These particular digital skills are generally considered as strange and foreigner to digital immigrants, they prefer a step by step learning, serious learning, individual learning and certainly un-digital learning. Digital immigrants cannot accept the idea of learning while watching TV, networking or listening to music because they themselves cannot multitask. That is obvious because they are not used of practicing such skills throughout their lives. Digital immigrants believe that learning should not be associated with fun; learning should be serious. Unfortunately, the students of digital immigrants grew up having fun while learning, and they are used to fast downloading, smart devices in their pockets, instant messaging and having libraries as an app. They are simply used to be networked for most of their lives. Moreover; these digital natives have little patience for traditional learning, open question, slow logic and step by step instructions.

Digital immigrants are making a mistake by believing that digital natives have been raised the same way they did, and that what worked for them while learning will definitely work for digital natives. These assumptions are simply false, because digital natives are simply different.

3. Methodology

3.1 Context

To highlight this gap that is found between the two generations, the researcher conducted a study based on quantitative research to find out what digital immigrants believe and what digital natives are asking for. A questionnaire has been given to 10 teachers from the English department at Batna 2 University, and another one has been given to a sample from 2nd year students at the same department. The students' questionnaire has been administered during regular class and the teachers' questionnaire has been administered in the teachers' room through different intervals. 40 questionnaires have been collected, 10 of them belong to teachers and the other 30 belongs to students. The questionnaires have been carefully analysed and results are highlighted below.

3.2 Participants

This study was conducted at Batna 2 University, Algeria, within the department of English. Participants included 10 university teachers (digital immigrants) and 30 second year undergraduate students (Generation Z's).

3.3 Ethical consideration

Participation in this study was entirely voluntary. All participants were informed of the objectives of the research and provided their consent before completing the questionnaires. Confidentiality and anonymity were ensured throughout the data collection and analysis processes, and the collected information was used exclusively for academic research purposes.

3.4 Procedures

The researcher used two questionnaires as tools of research conducted at the department of English language in Batna 2 University, Algeria to find out what veteran teachers think about the digital generation and what digital learners hold as views concerning veteran teachers. The author used randomization while sampling; students' questionnaire was administered during regular classes and teachers' questionnaire was administered at different intervals. Teachers' questionnaire contained 11 questions about their perceptions on digital learners and the difficulties they face while dealing with them (Appendix A). The students' questionnaire also contained 11 questions that were about their perceptions on veteran teachers and the difficulties they face while learning under veteran teachers (Appendix B). The questions were carefully established to find out the differences between the two generations.

4. Results

Table 1

Teachers' use of technology in the classroom

Technology Tool	Frequently Used	Occasionally Used	Never Used
PowerPoint Presentations	7	3	0
YouTube/Videos	3	5	2
Online Quizzes	2	4	4
Learning Platforms (Moodle, Google Classroom)	1	3	6

Concerning the questionnaire of teachers, the majority of participants have more than 20 years of experience in teaching and the majority of them were aged more than 40 years old. Participants in the first question agreed that the digital learner is someone who uses technology in a constant manner. They believe that a digital learner is different from other learners in many ways especially in the fact of “accepting drastic fast changes” rather than slow and step by step processes. In a question about the difficulties faced when teaching a digital learner, half of the participants admitted that they do face difficulties when teaching a digital learner and they further explained that their traditional teaching techniques are not working with them, and hence they are struggling to teach them.

The majority of participants admitted that they find difficulties when dealing with a digital learner due to the fact that they don’t share the same values and they were not raised in the same way. Moreover, veteran teachers disagree with the fact that digital learners are too dependent on technology and one of them noted that “digital learners tend to believe that technology would solve all of their problems” which might eventually affect their thinking abilities.

All participants agreed that they might need training in order to know how to deal with a digital learner because they are still trying to cope in the digital world. Adding to that they all agreed that technology should be implemented in today’s classrooms because technology has penetrated all systems of education and humanities and that it should be used for the sake of learning. Moreover, the majority of participants believe that digital learners are facing difficulties learning the traditional way and that might be attributed to the negative effects of technology on their “thinking, reasoning and problem solving”.

In the last question about digital learners being better than other learners, here participants have been divided. Some of them believe that yes they are better learners in the way of mastering technology and which has become an integral part of our lives. Some of them believe that digital learners are not better than other learners and that technology affected them negatively; however, the remaining ones remained neutral claiming that digital learners are neither better nor worse and that they would be better only if they use technology in a beneficial way.

Table 2*Students Preferred Learning Methods*

Learning Method	Students' Preferred Method
Group Discussions	21
Use of Videos/Multimedia	25
Traditional Lectures	5
Online Resources/Platforms	19

Concerning the students' questionnaire, participants were from second year level and they were all under the age of 25 years old. When asked to define the veteran teacher they agreed that it's a teacher who has no relationship with technology and someone who is not updated with the digital world. Participants held the view that digital learners are different from other ones in many ways especially in the fact of mastering and depending on technology unlike the other learners who likely prefer traditional learning.

The majority of participants admitted that they do face difficulties when dealing with a veteran teacher and one of the participants noted that "when dealing with an experienced teacher it's like dealing with an alien or a foreigner that doesn't understand my language".

In the question of do you face difficulties learning the traditional way, all participants admitted that they do and they all claimed that they hate to be lectured on. They believe that they need to be technologically taught rather than spending hours listening to a teacher explaining something.

Surprisingly, participants agreed that veteran teachers should have a training to learn how to deal with them, because they do feel strangers in the world of veteran teachers and their traditional methodology. Of course, all participants strongly agreed that technology should be implemented in their classrooms for the sake of keeping connected to their digital realm. They also noted that the use of technology will help them to learn fast and gain better results. These same participants are aware of the fact that veteran teachers are struggling to deal and to cope with them and they think that veteran teachers should adapt to their worlds and not the opposite. Also, emotional intelligence and lifestyle factors also shape Generation Z learning outcomes (Sanz Martin et al., 2025). In the last question about digital natives being better than other learners, all participants agreed that yes they are better than them in many ways especially in their abilities to master technology and in the fact that they could be autonomous learners.

5. Reliability and Validity of the Research Instrument

To ensure the rigor of the data collection instrument, both reliability and validity measures were carefully considered. Reliability of the questionnaire was assessed using internal consistency measures. A pilot version of the questionnaire was administered to a small sample of respondents similar to the target population. Content validity was established through expert review. The questionnaire items were examined by specialists in applied linguistics and language pedagogy to ensure clarity, relevance, and alignment with the research objectives. Based on their feedback, minor revisions were made to improve wording, eliminate ambiguity, and ensure comprehensive coverage of the research variables. Construct

validity was further supported by aligning the questionnaire items with key theoretical concepts related to Generation Z learners, digital pedagogy, and technology integration in education. Each section of the questionnaire was designed to reflect specific dimensions of the study, including teaching challenges, student preferences, and technological engagement. Additionally, face validity was ensured by piloting the instrument with a small group of participants, who confirmed that the questions were clear, understandable, and appropriate to their context. Together, these procedures ensured that the instrument used in this study is both reliable and valid for investigating the challenges and opportunities of teaching Generation Z learners in the Algerian higher education context.

6. Discussion

The findings of this study demonstrate that Generation Z learners exhibit learning preferences that differ substantially from those of previous generations. Participants consistently emphasized the need for interactive, technology-enhanced, and learner-centered instructional approaches rather than traditional lecture-based methods. These findings answer the first research question by confirming that Generation Z students expect learning environments that are aligned with their digital experiences and everyday interactions with technology. As digital natives, they are accustomed to immediate access to information, multimedia resources, and collaborative online environments, which inevitably shape their expectations of classroom instruction. These findings are consistent with the work of Udto (2024), who argues that educators worldwide are increasingly challenged to adapt their teaching practices to meet the needs of digitally oriented learners. Similarly, Prensky's (2001) distinction between digital natives and digital immigrants remains relevant in explaining the pedagogical gap observed in many higher education settings. Although teachers recognize the growing importance of educational technologies, the present study suggests that many still experience uncertainty regarding the effective pedagogical integration of these tools. Consequently, technology is often viewed as an additional resource rather than as an integral component of teaching and learning.

Furthermore, the findings indicate that the challenge extends beyond the availability of technological tools to teachers' pedagogical readiness to use them meaningfully. The issue is therefore not whether technology should be integrated into education, but rather how it can be employed to promote engagement, collaboration, critical thinking, and meaningful learning. This supports Halisdemir's (2024) argument that teachers should continuously engage in reflective practice and professional development to redesign their instructional approaches according to the characteristics of Generation Z learners. Educational institutions and policymakers should therefore invest not only in technological infrastructure but also in comprehensive teacher training programmes that emphasize digital pedagogy, instructional design, and the effective integration of emerging technologies. Moreover, the findings highlight the importance of involving students themselves in the design and evaluation of instructional practices. Since Generation Z learners are the primary stakeholders in the educational process, their perspectives can provide valuable insights into the types of learning experiences they perceive as motivating and effective. Such a participatory approach may help reduce the existing mismatch between students' digital expectations and traditional classroom practices while fostering greater learner engagement and satisfaction.

Finally, the rapid evolution of artificial intelligence and educational technologies suggests that the distinction between digital natives and digital immigrants may continue to evolve. While some scholars predict that current digital immigrants will eventually adapt to technological advances, the accelerating pace of innovation makes continuous adaptation increasingly challenging. In this context, educators should view artificial intelligence not as a threat but as a pedagogical partner capable of supporting personalized learning, assessment,

feedback, and instructional planning. As Viberg et al. (2023) emphasize, teachers' willingness to trust and effectively integrate AI into their teaching practices will play a decisive role in determining the quality of future education. Consequently, preparing educators to develop AI literacy alongside digital pedagogical competence should become a strategic priority for higher education institutions seeking to meet the evolving needs of Generation Z learners.

7. Conclusion

Based on the literature overview and the results of both questionnaires it has been found that we cannot apply the methodology of yesterday on students of tomorrow. Generation Z's are different from those of the 80s and global literacy levels among preservice Generation Z teachers should be considered (Karaca, 2025). They have radically changed and educators must act accordingly. Teachers must find new ways to teach the digital generation; they have to take into consideration the thinking and processing information abilities of the digital natives. Pedagogy has to be rethought taking into account the constructivist approach, collaborative learning and networking for learning (Cornu, 2011). Schools of nowadays do not fit the needs of digital natives, the pedagogy, organization, management and even the established relationship between teachers and students are at odds with the digital natives. Despite the fact that policy makers have tried to integrate technology into digital natives' classrooms, they remained un-digital. Policy makers should take into account the huge differences found between the two generations and digital immigrants need to stop acting like digital natives. What digital immigrants need to understand is that, teaching in the digital world does not necessarily means technologizing the educational system, because the human relationship between the teacher and the learner will always remain an essential part of the learning process. However, this relationship has to adjust to the needs of the digital natives and also to take new forms.

AI Declaration

The author declares that artificial intelligence (AI) tools were used solely to assist with language editing, grammar refinement, and improving the clarity and readability of the manuscript. All aspects of the study, including the conception of the research, study design, data collection, data analysis, interpretation of the findings, and final approval of the manuscript, were conducted by the author. The author accepts full responsibility for the accuracy, integrity, and originality of the content presented in this article.

Ethical Declaration

This study was conducted in accordance with accepted ethical standards for educational research. Ethical approval was obtained from the Department of English at the University of Batna 2. Participation in the study was entirely voluntary, and all participants provided informed consent before completing the questionnaire. Participants were informed of the purpose of the study, assured that their responses would remain anonymous and confidential, and advised that the collected data would be used exclusively for academic research purposes. No personal identifying information was collected, and participants had the right to withdraw from the study at any stage without consequence.

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Author's Contribution

The author solely conceived and designed the study, conducted the literature review, developed the research instruments, collected and analyzed the data, interpreted the findings,

drafted and revised the manuscript, and approved the final version for publication. The author accepts full responsibility for the accuracy, integrity, and originality of the work.

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Appendices

Appendix A (Teachers' Questionnaire)

Dear teacher,

The following questionnaire is part of an investigation about the difficulties that veteran teachers are facing with the digital generation. Your thoughtful answers will help us gain a closer insight into the phenomenon under investigation and will remain anonymous.

Thank you.

Gender: Male Female

Age:

Years of experience:

1. According to you, what is a digital learner?

.....

2. How are digital learners different from other learners?

.....

3. Do you find difficulties dealing with a digital learner?

Yes

No

If yes, briefly explain:

.....

4. Do you find difficulties in teaching the digital generation?

Yes

No

If yes, briefly explain:

.....

5. State some of the difficulties that you have faced with digital learners.

.....

6. Do you believe that you need training in order to know how to deal with the digital generation?

Yes

No

7. Do you think that technology should be implemented in nowadays' classrooms?

Yes

No

If yes, why?

.....
8. Do you think that digital learners are facing difficulties learning the traditional way?

Yes

No

How?

.....
9. Do you think that digital learners are better from the older ones?

Yes

No

In what way?

.....

Appendix B (Students' Questionnaire)

Dear student,

The following questionnaire is part of an investigation about the difficulties that digital students are facing with veteran teachers. Your thoughtful answers will help us gain a closer insight into the phenomenon under investigation and will remain anonymous.

Thank you.

Gender: Male Female

Age:

Level:

1. According to you, what is a veteran teacher?

.....

2. How are veteran teachers different from the digital ones?

.....

3. Do you find difficulties learning with a veteran teacher?

Yes

No

If yes, briefly explain:

.....

4. Do you find difficulties in learning the traditional manner?

Yes

No

If yes, briefly explain:

.....

5. State some of the difficulties that you have faced with traditional teachers.

.....

6. Do you believe that veteran teachers need training in order to know how to deal with a digital learner?

Yes

No

7. Do you think that technology should be implemented in nowadays' classrooms?

Yes

No

If yes, why?

.....

8. Do you think that veteran teachers are facing difficulties in teaching the digital generation?

Yes

No

How?

.....

9. Do you think that digital learners are better from the older ones?

Yes

No

In what way?

.....