

# **“The distinctive features of the generation "Z" and the generation "Y" in the example of using the English language”**

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## **Abstract**

The report emphasizes the relevance of studying the theory of generations, and reveals the distinctive features of the generation "Z" and the generation "Y" on the example of using the English language. This report demonstrates different features of the generation "Z" for example use modern methods and traditional methods learning, likewise considering the features of independent learning of the English language between the generation "Y".

**Key words:** theory of generations, modern technologies , methodology, E-book, English, pedagogy.

## **Introduction**

Every generation has their unique ability for learning the English language. This report starts with the first theory about generation by N.Howe and V.Strauss. Further about developing their theory by E.M.Chichug, and his conclusion about theory generation by her research . In this experiment specified used research by E.M.Chichug, and influenced her method in learning for certain generations. For the experiment participated two representatives the generation "Z" and the generation "Y", who had problems with speaking.

**The aim** of the experiment is to test whether learning of English between the generation "Z" and their predecessor generation "Y".

## **Hypothesis**

It is predicted that there are significant differences in learning English between generation "Z" and generation "Y".

## **Background**

The first theory about generation started to be learned and promoted by American researchers N.Howe and V.Strauss(1991). They explored and promoted their theory and divided certain

groups of people, also separated them by clear generations. According to their theory, these generations have certain features in different age categories. They partitioned generations like, the generation "Y"(between 1983 and 2003), and the generation "Z" (2003+). Later in 2002 years E.M. Chichug published on the website " RuGenerations ", that « in the certain gap of time, in which both representative one generation, means the person who both of the certain years , affect exactly their years her or his worldview »[1] . By researching E.M.Chichug, he claims that they have the next generation : the generation of "Millennium" (Y) (between 1985 and 2000) and the generation of "Z" (2001- and to the present day).

E.M. Chichug learned characteristic features of the generation "Z" and they had come to a conclusion: " Representatives of the generation "Z" use modern technology to find information about education in internet research ". Australian scientist McCrindle notes: " Representatives of the generation "Z" are always open to find different information and knowledge, they quickly and easily assimilate any information, always use modern technology and they prefer virtual communication. Wherever they locate , they can not live without modern gadgets" [2] , following the generation "Z" supposed to find information in internet recharges using modern technologies and gadgets. Representatives of the generation "Z" very widely use modern technologies. They invariably need to use modern gadgets, such as mobile phones, laptops, tablets, computers and other materials .







Our hypothesis consists of checking the validity methods according to E.M. Chichug in the experiment . He offered his methods with work in English text, for example the story “A Dance I will Never Forget” by American writer H. Hauser. The author explained for readers that “ skills unselfishly loved and appreciated that surround us aroused interest ” . The author claimed to comprehensively develop personalities, which helped for progress in learning English language. For these purposes, the author offered a complex of exercises with work in English text for the generation "Z". The idea of the authors ,that for the generation "Z" these exercises advanced speech competencies, actively helped to mind extensively , in order for learners to form their mind about certain materials. It is forecasted to support learner’s concentration in learning.

### **Method**

For the experiment 2 learners participated: student "A" is representative of the generation "Z", student "B" is representative of the generation "Y". They had an elementary level (A-2) of the English language. They had problems with speaking. The time for experiment: third week. For the learning generation "Z" was used with modern gadgets,because nowadays, for learning the English language plays an active and crucial role in informational technologies.

Most representatives of the generation "Z" use mobile phones. It is comfortable and very accessible for learning the English language.For generations "Y" used traditional methods for their developing English language. For education with traditional methods, learners needed to use copybooks, books, dictionaries, notes. However, after 2 weeks, the learner's methods changed. It meant that for generation "Z" used traditional methods, for generation "Y" , used modern techniques for developing their education in English language.

**Table 1: English language proficiency pre-test results of student «A» and student «B»**

Pre-test	Student A	Student B
Listening		
Grammar		
Speaking		
Correct answers:	11/36	14/36

The table gives information about that student's «A» and student's «B» listening level were intermediate. As can be seen from the table, student's «A» grammar knowledge was beginner, meanwhile student «B» had level elementary. It can be seen from the table that students' speech responses were elementary level. It was clear from the test that the general level of students' language proficiency were elementary (A1+, A2).

**Table 2: Results of student «A» and student «B»**

Student	Result	Reading	Speaking	Listening
<b>B</b>	1 week	The Golden Goose	5/8	3/6 Student listened how the supervisor read the text
	2 week	The Emperor's new clothes	3/5	4/4 Student listened how the supervisor read the text
	3 week	Aladdin and the magic lamp	7/8	5/6 <a href="https://youtu.be/5_I9x3adCLU">https://youtu.be/5_I9x3adCLU</a>
<b>A</b>	1 week	The Golden Goose	4/8	5/6 <a href="https://youtu.be/meRk0XKBHVg">https://youtu.be/meRk0XKBHVg</a>
	2 week	The Emperor's new clothes	4/5	3/4 <a href="https://youtu.be/z9mQoJU-610">https://youtu.be/z9mQoJU-610</a>
	3 week	Aladdin and the magic lamp	4/8	3/6 Student listened how the supervisor read the text

### **The observation of the student «A» during the experiment**

In the first week it was ascertained that student «A» could not understand the meaning of the text. It was decided that students needed listening lessons, for student have been sent every week special listening lessons from the internet. The student watched and listened every week the video about the topic using the mobile phone. Thanks to listening lessons the student's «A» had no problem with listening, every week without the last week all the results were very good. For example , in 1 week the results were 5 questions out of 6 , next week 3 questions out of 4.

At the end of third week , when students changed their methods of learning for the student «A» it was difficult. The students could not memorize the details in the text using traditional methods . The problem was using a translator, it was not unusual for the student . It occupied a lot of time, needed a special time for translating the text without modern gadgets. As noted by the student that he used a mobile phone for understanding any information ,it proved that he was obsessive using gadgets.







### **The observation of the student «B» during the experiment**

After the first lesson ascertained that student «B» had a problem with listening, the student could not focus on the text. In order for the student to understand the meaning of the text , the supervisor helped with listening, student listened to how the supervisor read the text. After listening, the supervisor asked short questions about the text. Student answered only 3 questions out of 6, but after reading the student could answer questions with more details. Result of special questionnaire to increase to 1 week was 5/8, gradually it progressed.

In the second week student did not have difficulties with listening. Student's understanding of the text helped student's a dictionary. When a student had a problem with certain words, the supervisor helped with translation of words. It can be concluded from the table that the student had a very good result from 2 week's listening exercises.

In the third week student studied using mobile phones, and results increased. The student used internet research ,it allowed repeated listening of the text. Results of listening was 5/6, the result of speaking was 7/8 , it was a very good result for the first lesson using a mobile phone. It proved a fixture for students in education by using modern gadgets very quickly and easily.

**Table 3: English language proficiency post-test results of student « A » and student « B »**

Post-test	Student A	Student B
Listening		
Grammar		
Speaking		
Correct answers:	15/36	16/36
General level of language proficiency:	Elementary (A1+,A2)	Elementary (A1+,A2)

The table gives information about student's «A» listening level intermediate. From the figures it can be inferred that, from the statistics it can be inferred that a student's «B» in listening level was advanced until upper-intermediate. The next step in the process was that student «A» in the previous result had beginner level in grammar, then had intermediate level. However, in compassion with student «A» student «B» achieved the level of elementary. Finally , the results of correct answers were with a similar proportion of 15/36 (Student A) and 16/36 (Student B).

### Discussion

The author of method E.M.Chugug claimed that special questions with details can help for understanding text and are very effective for learners to express their mind widely. During the experiment it became clearer that this theory really helps not only for the generation "Z" and helps the generation "Y". As expected McCrindle noted correctly that the generation "Z" can not do without modern technologies, this problem was detected in the third week. In the end results of students «B» in listening level was advanced until upper-intermediate, students «A» unchanged listening level, but developed listening skills. It is noticeable that students «A» grammar knowledge was improved until intermediate level , but it is clear that student's «B» did not change elementary level. From the figures it can be inferred that, from table 3 it can be inferred that students both much more advanced in speaking, but their level of speaking did not change, their speech responded were elementary level.

## Conclusion

This report attempts to reveal feather learning of the English language between the generation "Z" and the generation "Y" in the experiment. Suggested in this report hypothesis about “ the generation "Z" prefer virtual communication” was indeed revealed during the experiment. Very important to separately highlight that for learning the English language this method is very useful for beginners. The analysis describe the author’s method for learning the English language became very suitable for the generation "Y" with learning a traditional method of education . It did not exclude fact that the generation "Y" could no use this method with using modern technologies. During the experiment in the third week was demonstrated that student "B" very easily assimilated the text. Unfortunately, the student very rapidly became accustomed to learning with the mobile phone that the students there was did not need a good memorize a certain moments, because the mobile phone always located near the student. Do not forget that thanks to this method learners can develop their listening skills, it was achieved at the end of the experiment in third week. The representative’s of the generation "Y" skill from the elementary successful achieved thus upper-intermediate. In this report it was revealed that eventually for good memorization the text is a more efficient study with a traditional method of education very effective.

## References

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