

ABSTRACT

Generational Perspectives on Gamification in EFL Lessons: Millennial vs. Gen Z EFL Teachers

The integration of digital and non-digital gamification into English as a Foreign Language (EFL) classrooms has become an essential approach to increasing student engagement. However, generational differences, particularly between Millennial and Gen Z teachers, influence how these two forms of gamification are perceived, selected, and implemented. This study aims to explore the perspectives of Millennial and Gen Z EFL teachers in applying digital and non-digital gamification, with a focus on their perceptions, media preferences, and teaching techniques in EFL lessons.

This study uses a descriptive design through a comparative study approach with semi-structured interviews, classroom observations, and supporting questionnaires. The research participants consisted of English as a foreign language (EFL) teachers from the Millennial and Gen Z generations who came from various educational backgrounds, particularly those teaching at junior high schools. Thematic analysis was conducted to identify distinctive patterns in the implementation of digital and non-digital gamification.

The findings reveal three significant generational differences: (1) Millennial teachers apply gamification in a structured and selective manner, combining digital tools with traditional non-digital games, while Generation Z teachers prefer a fully digital and flexible approach; (2) Millennial media preferences adopt a hybrid model that combines offline materials and digital platforms, but with a stronger tendency toward non-digital activities, for example, using digital tools exclusively in the first meeting but switching to entirely non-digital games in the next session; and (3) Millennial teaching techniques emphasize structured group collaboration, while Gen Z promotes flexible, responsive, and goal-oriented *challenge-based learning*. Both generations acknowledge that digital and non-digital gamification increases motivation, participation, and vocabulary retention, although Generation Z reports higher engagement levels when using interactive digital platforms.

In conclusion, generational differences in technological literacy and pedagogical orientation shape how digital and non-digital gamification are integrated into EFL lessons. The study emphasizes the importance of designing gamification strategies that balance technological innovation with inclusive participation for all learners.

Keywords: Gamification, Generational Perspectives, Millennial Teachers, Gen Z Teachers, EFL Teaching