It is essential for educators nowadays to acknowledge the fact that our current 21st century generation of learners is completely different from other generations and has different learning expectations. Educators have to raise awareness and understanding of this generation and has to adapt to its needs and learning styles (Hsu & Wang, 2011; Werth, & Werth, 2011) taking into consideration all aspects of their teaching, including curriculum design, student assessment (Roberts, Newman & Schwartzstein, 2012) and the choice of teaching methods. Therefore, the aim of this qualitative research was to find out the teachers’ approach to foreign language teaching and learning process at university, focusing mainly on their understanding of new generation learners and the choice of teaching and learning methods to create favourable learning environment befitting new generation students. The research was carried out in 2014, at the Institute of Foreign Languages of Vilnius University. The analysis of empirical data made it possible to conclude that with an increased understanding of the characteristics and the needs of the current generation of foreign language students, university teachers will be better able to select the appropriate teaching methods and facilitate learning and optimize interactions with New Generation Learners.

Key words: new generation learners, foreign language teaching and learning methods, universities.