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Facilitating Learning of Generation Z Learners towards Effective Remote English Language Learning

Abstract

As remote English language learning has become widespread in the context of the global pandemic, it is essential to understand effective pedagogical practices specifically with the Generation Z population (born between 1997 and 2012) from economically less developed communities. Using a survey research design, the study identified the preferred remote teaching-learning modality and techniques among 75 Generation Z learners. An online survey was administered to randomly selected Junior High School students in the Philippines. The results revealed that synchronous learning was believed to be more helpful in enhancing the students' English language learning, with techniques that encouraged them to speak and practice their grammar. Interactive group activities were mostly preferred by the learners to enhance their viewing, reading, listening, and writing skills. The study concludes with a discussion about teaching-learning techniques for teachers to successfully carry out a meaningful, enjoyable, and engaging learning experience toward effective remote English language learning.

Keywords: ESL, Generation Z, remote learning, synchronous, teaching modality, techniques

Facilitating student learning is one of the crucial and challenging roles of an educator. It is a way in which teachers encourage their students to learn and receive information in a manner that is meaningful and relevant to them. It means creating a more engaging classroom, where teaching objectives are met and where learners can demonstrate what is required of them at the end of every learning experience. In short, it is where the teachers make the learning process more manageable for students. But how about in the remote learning setup brought by the COVID-19 pandemic? How can teachers effectively facilitate remote learning during challenging times?

Educators worldwide have started adopting various pedagogical practices that suit the needs of the present time. These practices range from conventional or face-to-face to online delivery of instruction. For instance, De Leon and Ortega-Dela Cruz (2024) found that web-based instruction contributes towards improving the students' academic performance. Similarly, Muir et al. (2022) found that online interaction is instrumental in influencing student engagement and positively affecting student satisfaction, persistence, and academic performance. Facilitation strategies such as teachers' timely response to questions and feedback on assignments/projects were perceived to be helpful in student engagement and learning in online classes (Martin et al., 2018). Meanwhile, in an investigation into the implementation of video conferences, learning management systems, and mobile applications, particularly during the emergency remote teaching/the COVID-19 pandemic, the use of Google Classroom was found to be beneficial among EFL college students (Amin & Sundari, 2020; Azhar & Nayab, 2018). Other researchers experimented with the use of other forms of virtual classrooms such as WhatsApp (Asmara, 2020; Nihayati & Indriani, 2021) and Zoom (Suadi, 2021). Although these studies are useful for general guidance, it is important in our context of the Philippines to understand the attitudes and challenges of students in economically less developed communities. Furthermore, we bring a specialized focus on students from the Generation Z group, as there has been less focus on this group, and there has been more research on the experiences of teachers than students. Thus, this study focuses on determining the learning preferences of this group of students and will contribute to the understanding of how they will be engaged in synchronous and asynchronous modes to enhance their English language learning in remote settings. The study will also contribute to the existing literature by providing empirical evidence on the use of technology in pedagogy for other communities in the Global South or similar age groups beyond just the Philippines as remote learning becomes more widespread.

The Philippine Education System in Times of the Pandemic

The Philippine education system, which has been generally characterized by a learning process that takes place in a physical environment, was forced to shift its pedagogical approach to remote learning due to the occurrence of the recent global health crisis. The Philippine Department of Education (DepEd, 2020) considered online and remote learning modes of teaching and learning to avoid the further spread of this COVID-19 infection in schools.

Although remote learning in the Philippines has long been practiced at some tertiary and secondary levels, criticism of its effectiveness has been persistently recurrent as the minimal interaction between the students and teachers cannot guarantee the students' motivation and learning progress. The substantial lag in communication has always been perceived as the biggest challenge in remote learning in the country (Torres & Ortega-Dela Cruz, 2022; Ramoso & Ortega-Dela Cruz, 2024).

Even before the pandemic, the Philippine education system had already been assessed as relatively ineffective. For instance, the 2014 National Achievement Test (NAT) and the National Career Assessment Examination (NCAE) showed low scores in English achieved by Filipino students (San Juan, 2019). Moreover, in 2018 the Organization for Economic Cooperation and Development (OECD) Program for International Student Assessment (PISA) reported a decline in the academic performance of Filipino students. They ranked 79th in reading comprehension out of 79 countries (OECD, 2019). With the shift to online and remote learning, which often provides inadequate interaction between teachers and learners, the Philippine education system could only be expected to aggravate further.

The current status of the Philippine education system signals the struggles and challenges of the teachers in facilitating the learning process, particularly in the area of English language learning. In this regard, the abrupt shift to remote learning was a complete leap of faith for the Filipino people. With the onset of the pandemic, there was no other way but to adapt accordingly. That being so, concerns have been placed on taking advantage of remote learning. Providing an engaging and motivating atmosphere for students via remote learning has become even more challenging for teachers.

Generation Z Learners

Another factor that adds to this pressing concern is the nature and characteristics of the present Generation Z learners. Generation Z (born between 1997 and 2012), as defined by Dimock in 2019, ages from seven to 22. According

to Del Giudice (2013), members of this generation have been characterized as being technologically savvy, having grown up in an age where computers, mobile phones, and the Internet are part of mainstream culture and society. They are quite comfortable with “multiprocessing,” and often do several things simultaneously, such as listening to music, talking on the mobile phone, and using the computer (Brown, 2000). It has been suggested that this generation of learners is more resilient to major change (Ortega-Dela Cruz, 2020) since they were born and raised in the digital world (Postolov et al., 2017).

Schwieger and Ladwig (2018) described Generation Z learners as people who are used to a world where they can instantly connect and have information and communication channels immediately at their fingertips. Thus, this generation group generally prefers to socialize online rather than face-to-face. This generation grew up having access to search engines and the habit of finding information for themselves (Merriman & Valerio, 2016).

Students in this generation exhibit distinct learning preferences that involve teamwork, experiential activities, and the use of technology (Oblinger, 2003; Brown, 2000). Shatto and Erwin (2016) suggest that Generation Z members spend up to nine hours a day on personal cell phones, making them increasingly dependent on mobile technology for their learning. Yet, the students often seem to be unable to analyse the validity of information and critically use the information they receive. Therefore, educators play an important role in developing their students’ creative, productive, and social potential for Generation Z students to become able to adjust to and cause change, problem solve, collaborate, and comprehend diversity. According to Kalantzis and Cope (2016), formal learning for Generation Z must be: (a) deliberate and explicit, (b) structured and goal-oriented, and (c) analytical.

Albeit the literature provides discussion about the nature of Generation Z, how they relate to remote learning practices needs to be studied empirically. Understanding how their being technologically adept could be an advantage in remote learning setup. Besides, we must develop geographical and cultural specificity by looking at these learners in diverse countries. Thus, there is a need for further research in this area. This study will focus on this generation of learners in the Philippines. Specifically, it explores how their English language learning can be facilitated effectively in remote learning setups with limited resources.

Remote English Language Learning Modalities

The learning delivery modalities that the Philippine Department of Education (DepEd Order Nos. 12 and 13 s. 2020) provided in the Learning Continuity Plan 2020–2021 include modular, online, and a combination of modular and online

(blended-learning approach). Amid the pandemic, all cities and localities having the highest COVID-positive cases in the country had to adopt any of the three types of remote learning modality, whereby parents could decide what type of remote learning was most appropriate for their children. Since most elementary pupils were from poor or rural communities, they opted to use government-provided printed materials called modules, digital learning resources, and through regional radio and TV-based educational broadcasts (DepEd Order No. 13, 2020). The learning context used in this study focused on the synchronous and asynchronous online modes.

Asynchronous ESL Learning

Finol (2020) describes this type of remote ESL learning where students are independently learning at different times and spaces at their own pace. They are provided with learning materials such as modules, workbooks, worksheets, and textbooks that aid them in their independent learning process. In this learning, the modality has one common communication channel that gives them access to the learning materials, including email, learning management system (LMS), for example, Moodle, and other social media platforms.

Synchronous ESL Learning

This type of ESL learning requires real-time online interaction between teachers and students using specific online platforms to collaborate in video conferencing, live streaming lectures, and chats using Google Classroom, Google Meet, Zoom, MS Teams, and other platforms (Wintemute, 2021). This resembles face-to-face classes but is taking place in a virtual environment. Students are given interactive learning opportunities as they allow for immediate question-and-answer sessions (Hrastinski, 2008).

Blended ESL Learning

Since not all students in the Philippines have access to reliable technology and the Internet, a flexible learning approach to students keep them up with their education despite the COVID-19 pandemic. Given the fact that the Philippines generally have unreliable internet provision, the education system presses for a blended approach, a combination of asynchronous (offline) and synchronous (online) learning.

According to Ancheta and Ancheta (2020), synchronous sessions can be recorded and used in the asynchronous model. This allows students to access the recordings at any time during their independent learning hours. A study conducted by Perveen (2016) found that asynchronous learning combined with

synchronous sessions was beneficial for L2 learners. This is because, in asynchronous mode, students get ample time to read, reread, and practice before composing their written answers. Synchronous sessions can add pressure to respond immediately. Assignment writing polishes the reading and writing skills of students whereas asynchronous sessions can improve their listening and speaking (Wang & Chen, 2009). Therefore, synchronous sessions should be scaffolded with asynchronous sessions for deep learning (Perveen, 2016).

According to Shahabadi and Uplane (2015), there is a significant difference between the learning preferences of students in the mode of “synchronous-asynchronous” remote learning. Thus, determining the learning preferences of students engaged in synchronous and asynchronous modes would help teachers select teaching-learning techniques and subsequently enhance their students’ English language learning in remote settings more effectively.

The study specifically aims to (i) determine the preferred remote teaching-learning modality among Generation Z learners, and (ii) determine the preferred teaching-learning techniques to facilitate remote English language learning among Generation Z learners.

Methodology

Study Participants

The participants of this study were junior high school (JHS) students studying at a private school in Laguna, Philippines. JSH is the lower secondary education in the country, and it covers four years (grades 7–10). JHS is a requirement for upper secondary education (Senior High School, SHS), which provides access to higher education and secondary vocational education. The private school was purposively chosen for it is one of the schools that offers pure online learning during the conduct of the study. Its students come from relatively well-off families who can afford a private school. The study included 75 students which accounted for 50% of the entire JHS student population at that particular school ($N = 150$). A total of 25 students in Grade 7, 10 students in Grade 8, 22 students in Grade 9, and 18 students in Grade 10 participated in the online survey (described in the following section). The researcher employed convenience sampling of the respondents as the students’ participation was voluntary in nature. That is, those students who are available and willing to participate in the study. The researcher sought permission from the school principal, who together with the teachers helped recruit the student participants. The researchers also sought consent from the students and explained to them the objectives of the study. They assured the

students their participation was voluntary and in no way negatively affected their status as learners. The learners could withdraw at any time if they felt uncomfortable with their participation in the online survey.

The students belonged to Generation Z, often described as the Internet Generation or iGen, Nexters, or the Digital Generation (Raines, 2002). Their ages ranged from 12 to 17 years old. Fifty-five percent of them were female and 45% were male. They were all from the same economic background: lower middle class in rural communities. In terms of their academic performance in English, most of them had grades that ranged between 88 and 100. This means their level of academic performance in the English subject they took at school was either “Very Satisfactory” or “Outstanding.”

Data Collection and Analysis

This study used a survey to determine the most preferred remote teaching-learning modality and techniques that facilitate ESL learning among Generation Z learners. Surveys are used to gather the opinions, beliefs, and feelings of selected groups of individuals, often chosen for demographic sampling (Nardi, 2015, in Ortega-Dela Cruz, 2020). This study included demographics such as age, sex, grade level, and academic performance of the students (see Appendix A). The survey was based on extensive literature reviews from various sources such as textbooks and other online resources. Before its use, the instrument was reviewed by three education specialists who were familiar with the various online teaching modalities. They evaluated the statements and made sure that each statement successfully captured the research topic and problem. The validation process resulted in a slight alteration in the contents of the survey questionnaire.

The survey questionnaire was composed of two parts:

- The first part was made up of two close-ended questions with pre-determined responses. This part determined the Generation Z learners’ preference for the online learning modality that affects their English language proficiency and teaching techniques that help them enhance their ESL learning.
- The second part included pre-determined responses which referred to the students’ preferences for teaching-learning techniques that help them to be more engaged in remote learning.

The questionnaire was distributed by the researchers via email. Once the school’s principal provided permission to carry out the research, the JHS advisers were contacted to administer the survey to 75 JHS students. The students were asked to click on a link in the email, which gave them access to the online survey. The researchers assumed that students would not be intimidated by the identities of educators as the administrators of the survey (including the

teachers/advisers) did not have direct access to student responses nor engaged with them while they filled in the questionnaire. That is, they were only given the link (to an online survey) that they sent to students' email addresses. Since students did not identify themselves or emailed them back directly from their email accounts, we believe that they were open to expressing their attitudes. The respondents provided their answers in English.

As for the analysis of the survey data, descriptive statistics, such as the calculation of the mean, frequency, and percentage distribution, were used. Furthermore, data gathered from the open-ended questions were analysed using content analysis.

Results and Discussion

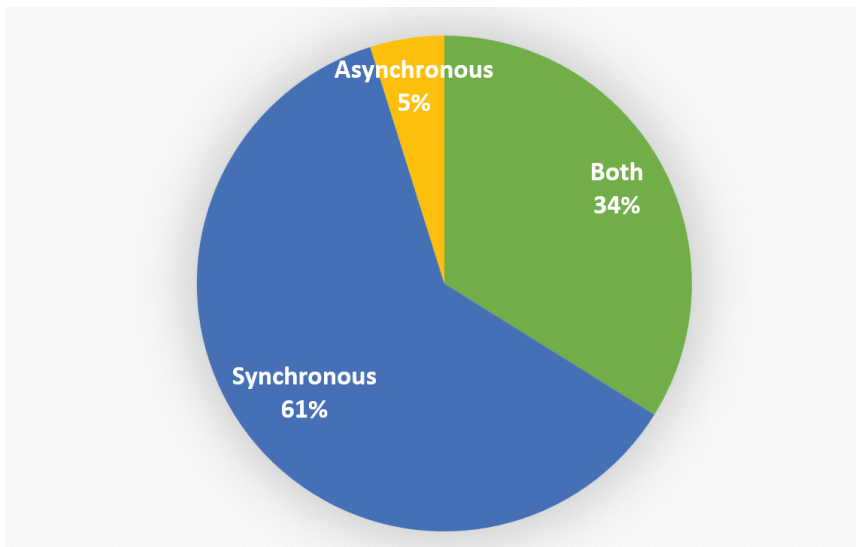
First, we provide the results of the survey before we discuss the implications.

Generation Z Learners' Preferences for Remote Teaching-Learning Modality

Figure 1 presents the learning modality preferences of the participating Generation Z learners studying English in remote learning. As the figure shows, only four students (5%) preferred the asynchronous sessions in remote learning. According to these learners, watching TV and listening to the radio expanded their vocabulary and broadened their factual knowledge.

Figure 1

Remote Learning Modality



On the other hand, 46 students (61%) preferred synchronous learning sessions. Synchronous learning helped them better understand the lessons with the teacher's guidance, as one of the respondents commented:

In online, I can ask the teachers about the lessons I can't understand fully, and I am quite sure that they'll give the exact answer to my questions. In offline I'm still able to learn but I will not be able to understand the lessons fully. Yes, I can search for some lessons, ask my parents, and watch some videos on YouTube about the lessons but I think online is better than offline."

According to these 46 students, synchronous learning gave them more personal and real time with the teacher which enabled them to interact more with their teacher and classmates. Having someone with whom they could interact allowed the students to learn and understand the lesson well. Accordingly, it affected them when someone on the other side of the screen responded to their questions. They had the assurance that there was somebody ready to respond to their queries and concerns at any time. Likewise, the sense of being monitored online pushed them to study more, which was good for them. The students were encouraged to listen attentively, speak up, and respond to the teacher's questions accurately. The students also received immediate corrective feedback from their English teachers who were in constant check of their sentence construction in English.

The remaining 25 students (34%) preferred both synchronous and asynchronous sessions for remote learning. These students found the combined learning modality helped them learn more effectively by both watching educational videos by themselves and by listening to online teaching where they can ask and clarify facts with the teacher. As student D mentioned:

I like both because, in online classes, I can easily ask my teacher about unclear instructions and for some clarifications. This helps even my shy classmates to tend to know the answers as well. Whereas, offline can boost me to answer the activities on my own.

Twenty-five of them agreed that they learned many things such as how to speak fluently, listen actively, and write English composition effectively by reading and watching but they like being taught directly by teachers. Their teachers served as their guides as they discovered new things on their own via the Internet. Both learning modalities affected their learning in the same way.

According to Mohr and Mohr (2017), Generation Z grew up in the Information Age. While they are comfortable with technology to access the abundance of resources, they might need guidance in how to sift, sort, and synthesize information to check the accuracy and evaluate information. Because

of technology and internet access, the student's learning modalities become more versatile. Since English is a common medium of instruction used on the internet, it provides a variety of ways for students to learn the English language effectively.

Generation Z Learners' Preferences for Remote English Language Teaching-Learning Techniques and Activities

Sixty-four learners (86%) agreed that clarifying the meaning of English words and unfamiliar concepts when discussing difficult topics helped them understand the lessons clearly (Table 1). Fifty-seven (76%) of the student-respondents agreed that when teachers provided lectures outline, objectives, and practiced exams, they were more likely to perform well academically. Similarly, 58 students (77%) agreed that watching videos or movies related to the topic stimulated their learning.

Forty-eight students (64%) suggested that at the start of a discussion, interactive online activities, like brain teasers about the lesson helped them to connect with the teacher and fellow students. Before the examination, they suggested having a specific review session, such as a quiz bee game, to help them remember the concepts and topics in a fun and interesting way. In terms of projects, including challenging individual or group activities, the deadline for submission should not be rushed to give them more time to learn and master the lesson content. Moreover, 15 students commented that aside from group activities, there should also be an individual presentation or activity to make sure that everyone understands each lesson. This will also prevent others from relying on their group mates in doing class activities.

Furthermore, to improve engagement in remote learning, the participating Generation Z learners suggested several engaging activities. Sixty-one students (81%) preferred to have (1) ice breakers that helped stimulate their engagement in the discussion. (2) Playing videos and (6) games to introduce the lesson like (4) charades, and (3) using virtual field trips that showcase people, objects, places, concepts, or ideas related to the topic were also perceived as an effective technique to get their attention and engagement in remote learning.

Table 1*Students' Preferred Remote English Language Teaching-Learning Techniques and Activities*

Techniques	Frequency	Percentage
1. In difficult topics, clarify the meaning of unfamiliar English words and phrases in the context to ensure understanding.	64	86
2. Watching English videos or movies related to the topic to encourage attention and interest.	58	77
3. Teachers providing lecture outlines, objectives, and practice exams.	57	76
4. In all subjects, introduce first the main idea of the lesson before the discussion.	48	64
5. Teachers providing online references of journals, books, and research related to lessons.	43	58
6. Taking detailed notes in every class.	40	53
7. Teachers teaching slowly and in short-time sessions.	39	52
8. Watching educational vlogs related to English lessons and sharing opinions in class.	36	48
9. Peer-tutoring or group study time to review weekly lessons.	33	44
10. Using collaborative activities to encourage brainstorming.	30	40
11. Generalization of lessons in each class.	28	37
12. Assigning a daily study partner to compare notes and discuss concepts.	28	37
13. Writing a summary of daily learning and experiences to monitor performance.	22	29
14. Giving prompt feedback on the student's academic performance every session.	20	27
15. Reading English news articles, current events, and existing national issues related to topics in different subjects.	18	24
16. Having shorter lecture times and longer group activities.	17	23
Activities		
1. Using icebreakers to stimulate student engagement.	61	81
2. Showing videos to introduce topics.	47	63
3. Virtual field trip to places that can be related or to be used in the topic.	42	56
4. Playing charades to introduce the topic.	40	53
5. Using quality audio, strong lighting, Zoom backgrounds, and catchy music for transitions between activities.	40	53

Techniques	Frequency	Percentage
6. Playing videos and games.	40	53
7. Having daily learning targets/goals.	40	53
8. Illustrating what students have learned instead of giving quizzes and Q&A.	39	52
9. Using polls and any interactive technologies to get a sense of students' experience, comprehension, and reaction.	38	50
10. Using collaborative activities or any exit slips to encourage learning takeaways.	34	45
11. One-on-one or small group meetings.	34	45
12. Debates between students or groups of students.	33	44
13. Posting answers to activities after class (wrap-up).	32	42
14. Elaboration using WHY and HOW questions about the topic of the day.	30	40
15. Short discussion or lecture time, longer activity, and study time.	29	39
16. Short activity and study time, longer discussion, or lecture time.	27	36
17. Using a diagram of learning in summarizing the topic.	24	32
18. Combining words with pictures and diagrams.	24	32
19. Using virtual role-playing to assess students' comprehension of the topic.	23	31
20. Synthesizing the whole concept discussed using 3 examples.	17	23
21. Peer-sharing and peer-grading after every class.	14	18

According to Rothman (2016), these preferences are also true for the learning environment where Generation Z learners rely on online resources and PC recordings instead of taking notes. They tend to raise questions online, see a lecture as “come and entertain me,” and do not like waiting for a response but demand instant information and communication. The author has identified teaching-learning techniques that Generation Z need to improve their learning and performance. These include fast delivery of content, learning by doing, interactive multimedia, integration of continuous grading, instant feedback, clear goals and objectives, rewards, challenges, and positive reinforcements, teaching in smaller “bites,” problem-solving, sharing opinions in small discussions, work in teams, creativity and collaboration are natural to them, flexibility to learn in the way that works best for them, they need options to choose from, so learning needs to be personalized. These are what make them more reflective and independent learners than other generations (Ortega-Dela Cruz, 2020).

Having an icebreaker before the lesson was mentioned by Welcomer (2020) as an effective strategy to keep the students engaged in remote learning. The author allows an open social time on Zoom before she delivers her lecture to support the student's social and emotional needs, and this has given a 100% attendance most days for her remote lessons.

In this study, 33 (44%) students suggested that having group study or a learning partner encouraged them to focus on their studies. As each one has limited free time to spend online so they ought to be more engaged in the learning process. They also suggested having "show me" board activities like showing a short video clip related to the lesson to encourage everyone to stay focused and alert in all the learning episodes the teacher facilitates. As two students commented:

Student A: I think learning remotely would be more engaging if teachers were to make the students have fun in group activities. For example, after watching a funny video that is related to the topic, an enjoyable group activity follows.

Student B: Teachers simplify difficult lessons by providing related videos that would help explain the topic more clearly. Also, by being considerate on giving requirements teachers can provide support to us who are having hard times at home, in studying, in thriving to survive amidst this pandemic.

Welcomer (2020) suggested that being clear, caring, and flexible on the part of the teachers and school in terms of requirements and deadlines is not only compassionate in these challenging times for families but is essential to make remote learning work.

Implications

This study has provided insights into Generation Z learners' perceptions of how remote English language learning was beneficial to them. The results of this study revealed specific teaching-learning modalities and techniques that were believed to be effective in engaging the students while enhancing their English language learning. As the results showed, synchronous learning was believed to be more engaging. Interactive group activities were mostly preferred by the learners to enhance their viewing, reading, listening, and writing skills. Synchronous learning sessions may be considered by educators to plan based on the students' needs. While the results of this study have similarities with the findings of the previous studies, especially on the use of online instruction in English learning, it particularly emphasizes how the two different modalities

such as synchronous and asynchronous learning contribute to enhancing the student's English language proficiency. As the demands for the use of information, communication, and technology are increasing rapidly, skills in the use of English language have become critical more than ever. In addition, the study directly relates to what constitutes effective remote English language learning to Generation Z learners who tend to be the major source of human capital for this era not only in the Philippines but in other countries around the world. Thus, developing them to the fullest will boost their natural resilience to navigate the challenges of the new normal and become successful in whatever path they may take in the future.

With the realization of what facilitates the learning of Generation Z learners, we propose the following recommendations for English language teachers teaching online:

- *Provide more lecture outlines and online learning materials and sources.* Teachers should provide guidance and reliable sources to help the students easily determine what information they need to look for and to learn.
- *Provide ways to deliver experiential teaching and learning.* Teachers should provide opportunities to students to experience the “real world of work” in the context of learners, like hosting a meeting, resource-speaking in a webinar, or anything that would enhance their English communication skills and boost their confidence in public speaking. Teachers should incorporate virtual discussion forums, peer collaboration, and group projects to foster a sense of community and promote social interaction.
- *Facilitate more interactive learning activities.* In English language learning, interaction among students would be encouraged using speaking activities, like sharing short stories, playing guessing games, and oral spelling bee, that would enable them to practice their diction and pronunciation. Collaborative activities are very much preferred by Generation Z learners. Teachers should come up with activities in which the students could practice and enhance their English language learning in reading, viewing, listening, speaking, and writing. They must utilize multimedia, gamified elements, and interactive exercises to cater to Generation Z's visual and interactive learning preferences.
- *Provide teaching aids to students.* One of the suggestions given by the respondents is to have videos for English lessons. These would also be helpful for students to learn the proper pronunciation, diction, and intonation needed for a specific English lesson. They should leverage adaptive learning platforms to tailor content and pacing to individual learners, ensuring a more engaging and personalized experience.
- *Give ample time to finish the complex and tedious individual or group activities.* This is also one of the suggested teaching-learning techniques by the students, as the current situation is already stressful as it is.

- *Provide continuous assessment.* Teachers should implement regular formative assessments and instant feedback mechanisms to maintain motivation and track the progress of students.
- *Professional development for educators.* To successfully navigate the challenges of remote English language instruction, educators must engage in ongoing professional development. Online educational methods, technology integration, and tactics to enthruse and inspire Generation Z students should all be covered in training.

Conclusion

As the use of remote and distance learning modalities has become part of the new normal education system, student interactions with teachers and peers are critical to the learning situation. In this world of constant educational change, understanding the nature and characteristics of learners is a must. Hence, determining the ways by which this generation of learners is being facilitated in today's mode of learning is equally important. It is imperative to ensure that they are being motivated to be as equally active as they are in the physical classroom. Thereby, teachers will find themselves actively facilitating effective remote English language learning across generations of learners.

In relation to the limitations of the study including the exclusive focus on Junior High School students in the Philippines, which may limit the generalizability of the findings to other age groups or populations in different countries. Additionally, the relatively small sample size of 75 participants could also affect the generalizability of the results. Therefore, further studies are recommended using larger sample size and randomized experiments to further explore other variables or factors that facilitate English language learning of Generation Z learners. Looking at how remote learning facilitates students' ESL learning in the case of public schools will help widen the perspectives as to how such a learning setup can be adopted to enhance the English language learning of the students in the new normal.

Facilitating effective remote English language learning for Generation Z learners is a multifaceted endeavor that requires a deep understanding of their unique characteristics and preferences. By leveraging the benefits of remote learning and employing tailored strategies, educators and institutions can empower Generation Z learners to develop strong English language skills in a virtual environment, equipping them for success in an increasingly digital world.

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