Understanding the Gen Z: Facilitating the Learners in the Literature Classroom

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Abstract

This paper delves into the examination and comprehension of Z learners in the context of Nepalese higher educational institutions and focuses on motivating and facilitating their learning experiences. The objective of it is to provide an overview of learning literature as a part of supporting and empowering learners professionally in their educational pursuits. It draws upon information from both primary and secondary sources to explore the application of the activity theory model in higher education, serving as a theoretical framework to understand the collaborative learning approach of Gen Z. The study is unique in its setting, specifically targeting students at the Master's level. Its findings are based on a limited sample size of twenty-five students from three different locations in the Kathmandu Valley and Koshi Province. Consequently, the generalization of the results is inherently constrained to the context of Tribhuvan University. The study informs and prepares the Nepalese academic community about the characteristics of Gen Z, making academic leaders aware of the landscape of higher education in Nepal. At the core of this investigation, the pivotal question is concerning true classroom learning enhances the students. If the answer is affirmative, the paper further explores the effective utilization of curricula to engage learners in their educational journey.

Keywords: engagement, motivation, curricula, collaboration, ZPD

Introduction

This article utilizes the study to highlight instructive and real-world ideas and policies for instructors to enhance students' motivation and engagement. This article deals with the practice of the twenty-first-century literature classroom pedagogy to examine teaching methods, challenges, and strategies to provide insights for digital education. Lazar (2009) views, "Literature can provide students with access to the culture of the people whose language they are studying" (p. 16). The advent of learning skills has introduced supple educational opportunities for learners in the twenty-first century. Toquero and Capistrano (2024) opine, "The new century led to substantial changes in teaching methods and didactics… Technology integration in the literature classroom has become a pivotal aspect of 21st-century pedagogy" (p. 70). Diverse research studies suggest that digital courses provide flexibility in terms of time, position, and pace (Gedera and Williams 2013). Nevertheless, the inherent anonymity in the digital language learning environment can lead to discouragement and disentanglement, resulting in minimal participation. The instructors in twenty first century incorporate digital resources to enhance students' understanding of literary concepts. The digital devices support teachers to embrace coping mechanisms like professional development, student-centered methods, and policy lobbying for resolution of pedagogical and technological issues.

The struggle to involve language learners is a common issue across subjects, educational levels, and institutions. To ensure constructive educational experiences, it is essential to categorize factors influencing inspiration and engagement in the classroom. Over the past two decades, there has been a flow in literary and cultural theory, highlighting the connection between literature, language, and education. This paradigm has incorporated literature as a part of culture leading to call for its inclusion in the language curriculum (Kramsch, 2013). However, the anonymity inherent in the learning environment can lead to demotivation and disengagement, resulting in minimal participation or even withdrawal. Carroli (2008) states that language teaching to engage learners is a shared issue across subjects, educational levels, and institutions.

This article employs a study to spotlight pedagogical and practical ideas and strategies for instructors to consider when teaching literature courses to enhance students' motivation and engagement. Prensky (2001) introduced the term 'digital natives' to describe a generation adept in the language of computers and the internet, labeling them as natural speakers of the digital realm. Another term like 'digital natives', 'Generation Y' (Gen Y), or Millennials by McCrindle (2006) describes the Net Gen learners that comprise students in twenty-first-century higher education institutions, shaping the educational landscape and policies of their era. This cohort, by Prensky (2005), familiar with the swift pace, multitasking, random-access, graphics-centric, active, interconnected, entertaining, imaginative, and instantly rewarding dimensions of video games, and the internet, embodies the essence of digital natives. Tapscott (1998), in his book *Growing up Digital: The Rise of the Net Generation*, identified the learners as the 'net generation' (N-generation) or 'N-Geners,' or 'Net Gen' or 'Gen Z' underscoring their defining connection with digital technology. Regmi (2023) states that Gen Z is not happy looking at the educational development stage of Nepal and its universities. The Gen Z, born between the mid-1990s and mid-2010s, constitutes the majority of students worldwide. Faculty in diverse countries are modernizing learning environments to support Gen Z learners. However, Lima (2010) and Van (2009) acknowledge that language teachers recognize the potential of literary texts in developing various aspects of language, such as vocabulary, grammatical knowledge, language awareness, and sociolinguistic competencies.

Addressing the future in educational institutions is crucial in navigating the complex relationship with the Gen Z in education amid pervasive future narratives and eco-anxiety. Brown (2005) delineated nine key physiognomies of the net generation, encompassing group act, goal, and attainment alignment, multitasking, trial and error, heavy reliance on network access, pragmatic and inductive thinking, ethnic diversity, visual learning, and interactivity. Berk (2009) further delved into the traits of NetGenin the article "Teaching Strategies for the Net Generation," identifying twenty characteristics, and (Huang and Yang, 2014) further cite these features as:

> …technology savvy relies on search engines for information, interested in multi-media, creates internet content, operates at a fast speed, learns by inductive discovery, learns by trial and error, multitasks on everything, shortened attention span, communicates visually, craves social face-to-face interaction, emotionally open, embraces diversity and multiculturalism, prefers teamwork and collaboration, strives for lifestyle fit, feels pressure to succeed, constantly seeks feedback, thrives on instant gratification, responds quickly and expects quick responses in return, and prefers typing to handwriting. (p. 4)

The use of digital technology has significantly impacted young learners about society and literature. A comprehensive framework for understanding the present environment of learning would aid large-scale surveys show differences across different countries.

Prensky (2009) undergoes a significant transformation by embracing the viewpoint that all individuals are advancing toward digital enhancement. He introduces the term 'wisdom' as a focal concept, characterizing it as the ability to uncover practical, creative, contextually appropriate, and emotionally satisfying solutions to complex human problems. He concisely summarizes this updated position as follows:

> Homo sapiens digital, then, differs from today's human in two key aspects: He or she accepts digital enhancement as an integral fact of human existence, and he or she is digitally wise, both in the considered way he or she accesses the power of digital enhancements to complement innate abilities and in the way in which he or she uses enhancements to facilitate wiser decision making. Digital wisdom transcends the generational divide defined by the immigrant/native distinction. (p. 3)

The advent of digital technologies has significantly reshaped the learning environment for students, impacting not only formal education but also learning outside the classroom. Akdemir, and Akdemir (2023) view, "Today, humanity faces with rapid developments and innovations in technology and science. … In this regard, the term Gen Z has emerged…its own dynamics and realities which, in turn, entails new issues in learning and teaching" (114). A comprehensive understanding of learner characteristics requires exploration from both individual behavior and preferences within formal education and the broader societal context where students are integral components.

Existing literature on digital natives highlights a debate centered on research perspectives. Today's students stand out due to their early immersion in e-technology. The scholars i.e. Bennett *et al.* (2008), Selwyn (2009), Jones and Ramanau (2010), Romero *et al.* (2010), and Bullen *et al*. (2001) argue that despite the profound impact of digital technologies, there is no substantial evidence of a significant rupture between the younger generation and the broader societal context. Contrary to a singular 'net generation' concept, Jones and Hosein (2010) propose that age is just one of several interconnected factors, not the exclusive determinant. In line with this, Oblinger and Oblinger (2005), and Prensky (2005) have suggested that the learning needs and preferences of Net Gen learners are exposed to various technologies from a young age. These learners, accustomed to experiential and participatory learning, prefer it over didactic approaches. UNESCO (2021) published a report in *Reimagining Our Futures Together* and proposed a "reinvention of education" (Ross, 2023, p. 11) and proposes to address global risks and challenges of education, "The new social contract for education must help us unite around collective endeavors and provide the knowledge and innovation needed to shape sustainable and peaceful futures for all anchored in social, economic, and environmental justice" (p. 11). Rather than traditional top-down communication, it favors social interactivity and networking, where responses or reactions occur with a simple click of the mouse. The teachers' roles in higher education are to increase access to technology and open education to widen social horizons. UNESCO (2021) acknowledges, "They can do so much more to empower and connect people than the usually commercial moulds we have established for them, and now expect" (p. 37). The use of technology makes them inclined to

use diverse media in their learning, comfortably handling various tasks on a single 'smart' device, such as an iPhone, iPad, notebook, or other competing mobile models.

The changing landscape of learning necessitates a corresponding shift in teaching methods. Gen X teachers, responsible for educating Gen Z students, face the challenges of catching up with new technologies and applications like those in Web 2.0. Describing this century's pupil as someone enthusiastically learning with the tools and technologies of the era, any digital immigrant embracing innovations becomes a twenty-first-century learner, alongside the Net Gen youths in schools and higher education. Thus, it is a part of the collaborative learning process, learners want to acquire information and knowledge with their instructors rather than from them. Prensky (2005) aptly echoes, "…we can no longer decide for our students; we must decide with them" (p. 2), the knowledge is for the transformation of society which incorporates innovation rather than photocopying the information.

In the context of Nepalese students' engagement in the literature classroom is recognized as instructors' lively involvement in accomplishing learning objectives. It is deemed indispensable in engaging learners, thereby enhancing their overall learning experiences. In essence, motivation acts as the driving force behind educational endeavors, influencing learners to actively participate in the learning process. Whether fueled by intrinsic joy or external rewards, motivation intertwines with engagement, shaping the landscape of students' learning and contributing to their academic success. For this, two research questions are: What are the expectations of Gen Z learners about the curriculum of English literature? Are instructors from other generations aware of learners' expectations?

Literature Review

The review of existing literature shows that learners demand comprehensive knowledge to face the challenges of the first century. In the context of twenty-first-century learning, digital immigrants require additional support and guidance to master information and communication technology (ICT) competencies and utilize new e-tools in which the Net learners seek self-sufficiency in their learning system to be creative and make a meaningful impression. Proficient collaboration of the students thrive in a structured yet challenging environment, learning through hands-on experience and experimentation. Prensky (2005) raises concerns about educators still employing outdated methods that do not resonate with today's students. Instead, he suggests motivating them through twenty-first-century approaches, incorporating elements that captivate them in gaming for extended periods. Demir, and Sönmez (2021) acknowledge that social, cultural, and economic situations of this century influence how people perceive the world, leading to conflicts and tensions among generations. It has shaped the learners by technological advancements, violence, economic situations, and social justice movements, each generation has distinctive features.

The concept of movement in the context of motivation becomes apparent when examining various definitions. Ryan and Deci (2000), for instance, express this idea that "To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, where as someone who is energized or activated toward an end is considered motivated" (p. 54). Motivation signifies a driving force that propels individuals forward and Oxford Dictionary (2013) defines it as an eagerness to act or work,

influenced by internal or external factors. Two distinct types of motivation exist intrinsic and extrinsic. Intrinsic motivation emanates from within, driven by the joy or passion derived from a task, rather than external rewards (Irvin et al. 2007). Extrinsic motivation, on the other hand, is tied to external factors like assessments, instructional strategies, or learning conditions. Learners' engagement, catalyzes active participation in educational pursuits. Long-term goals or the satisfaction derived from meaningful learning can fuel learners' motivation to engage in courses. Beer *et al.* (2010) highlight the interconnectedness catalyzing students' success, retention, and motivation with engagement, emphasizing their mutual influence on learning outcomes. Dewey (1913), Meece and Blumenfeld (1988), Berliner (1990), and Skinner and Belmont (1993) have perceived engagement lacks a universally accepted definition, and early studies linked it to aspects such as interest, effort, time on task, and motivation.

For instructors facilitating their students as partners, it is crucial to comprehend how Net Gen learns and how this generation shapes twenty-first-century learning, impacting both themselves and those born earlier. Prensky (2001) identifies Net Gen learners as distinct due to their 'hypertext minds,' allowing them to cognitively navigate non-linearly. Oblinger and Oblinger (2005) note their nimbleness in attention deployment, capable of multitasking and swiftly shifting focus between tasks. Accustomed to instant responses at the 'click of the mouse,' they react promptly and expect the same from others. The learners are inductive, realistic, and desiring to be self-discovered and not restricted to classroom activities only. Inclined towards bricolage, they often engage in patchwork and cut-and-paste practices with information from various sources (Brown, 2000). To meet the evolving demands of Net learners, instructors should embrace a holistic method that integrates motivation, leadership, and learning design. Bostrom (2003) states that the prevalent terms for characterizing technology-supported learning over the internet are e-learning and online learning. For our purposes, the potential of e-learning to revolutionize the educational experience is formidable, it brings with it numerous risks and challenges. Establishing guidelines is imperative to ensure that e-learning technologies serve to enhance, rather than impede, the learning process. The emphasis should squarely be on learning itself, prioritizing it over the technological aspects involved.

The Gen Z learns has posed a complex puzzle for instructors sparking continuing debates on its environment and intricacy. The expression of disapproval has been directed at both the depth and breadth of theorizing and operationalization in empirical research, as highlighted by scholars such as Kahn (2014) and Zepke (2018). The e-technology in teaching-learning activities upsurges students' participation (Henderson et al., 2017; Selwyn, 2016). Additionally, evidence is mounting to enhance self-efficacy, self-regulation, and participation within the broader learning age group (Alioon and Delialioğlu, 2019; Junco, 2012). However, e-technology in education has faced a lack of theoretical guidance and challenges in operationalizing and comprehending students' engagement (Antonenko, 2015; Karabulut-Ilgu et al., 2018, and Henrie et al., 2015). It has reinforced the theoretical foundation and greater incorporation of theory in empirical research within the educational technology field (Hennessy et al. 2019; Hew *et al.* 2019). Simultaneously, there is a need for a deeper understanding of how educational technology specifically influences student facilitation (Castañeda and Selwyn, 2018; Nelson Laird and Kuh, 2005). The life experiences of Gen Z learners differ significantly from previous generations, shaping their distinct expectations and learning approaches.

Academicians argue that despite their avid use of new technologies for communication, social networking, sharing, entertainment, and information retrieval, young people still need guidance on utilizing these tools in their learning (Prensky, 2005). However, there are

fundamental needs shared with previous generations. Bassnett (2005) observes, "English graduates to be able to read well, write well, and know the basics of the history of English literature, an aspiration that is increasingly vain one. A bleak future, they whisper, very, very bleak, not least because complacency has set in and nobody in English studies really want to look at alternatives" (204). Despite being labeled as 'prolific communicators,' they show a clear preference for activities involving social interaction and teamwork (Crittenden, 2002). They insist on one to one communication with instructors, considering the teacher's role crucial to their learning and sustained motivation (Kvavik, 2005). As the Net learners are active in the use of new technology in their daily life, the use of ICT for educational purpose is quite limited (Oblinger and Oblinger, 2005). Utilizing new technology, such as social media and blogs, can enhance student interaction and motivation, leading to effective literature classroom practices.

Research Method

This is qualitative research, a subjective approach, describes experiences and situations, emphasizing individuality and interpretation. Adebiyi and Abayomi (2016) state it is used to investigate learners' behaviors, viewpoints, experiences, and feelings, focusing on understanding the factors influencing their interpretation and interpretation. Similarly, it deals with the expectations of Gen Z towards their instructors. This paper delves into a study conducted at Tribhuvan University. The study engaged among 25 (15 Males and 9 Females) students studying at Master's level English third semester to investigate their enthusiasm and engagement in the classroom. The study involved 25 students from two campuses located in Kathmandu Valley and one from Koshi Province.

This syllabus/curriculum involves a participatory and inquiry-based teaching-learning pedagogy to "ensure application of critical theories in the interpretation of texts, and adopt interdisciplinary methods and approaches, and enable students to comprehend and respond to issues and problems" (p. 2). It is simple to build a relationship with participants to gather their experiences, presumptions, and views about studying English literature. The participants were from three different constituent campuses of Tribhuvan University. For this, two campuses located in Kathmandu were symbolized R1 and R2, and the third campus run in Koshi Province named R3. The researcher's home campus is not used as the part of analysis. The key informants from R1 (15), R2 (6) and R3 (4) were the learners only. Five separate (semi) structured questions were provided for discussion. 1. What are the participants' opinions about their English curriculums? 2. What are the participants' opinions about the coverage of the courses to meet the objectives of the curriculums? 3. What are the participants' opinions about classroom teaching and assessment? 4. How do the curriculums connect their expectations and contents? 5. How are the tutors cooperative to fulfill the expectations of learners?

The study conducted in-depth interviews with key informants to gather data on respondents' experiences and expectations. The themes were analyzed and compared with the understanding the Gen Z and facilitating them to understand the idea of teaching literature in the twenty-first century. To capture a comprehensive understanding of the participants' experiences and perspectives, various research methods were employed. The study adopted Engeström's (1987) activity theory framework to explore the mediational factors influencing students' motivation and engagement within the activity systems for teaching literature.

Affecting Factors for Learning in the Digital Age

The learning factors affecting students' motivation and engagement follow a unique outlook by providing a comprehensive impression of how Net Gen learners develop individual skills. Regmi (2024) states, "The learning ecosystem is a part teaching-learning realm and it integrates different components for developing an integrated learning atmosphere in the higher education system" (pp. 61-62). Even though Gen Z learners possess technical expertise in using technology for social interactions and networking, they lack equivalent skills and corresponding resources for educational purposes. For this, a creative aspect of learning incorporates the WebQuest approach for facilitating the learners. It seeks to stimulate and drive students to nurture transferable personal knowledge management skills that transcend their academic experiences.

This Master's level course in Humanities and Social Sciences, spanning a duration of forty-eight teaching hours for each subject is delivered to meet the objectives of the curriculum. The syllabus of M. A. English "envisions to stress interrelationship among literary criticism, theory and cultural studies, foster critical and creative thinking, give exposure to a wide range of global literary texts, and introduce area studies" (p. 2). Within this teaching-learning context, the mediation of human activity through external or physical tools i.e. a computer or a book and internal or psychological tools i.e. mental, concept, and socio-economic plans are fundamental principles (Kaptelinin, 1996) has played pivotal roles for students' motivation and engagement. The ability to engage in discussions supported students' active participation. Each student was responsible for creating space for discussion and provided an avenue for clarification and instant feedback. This interactive feature was appreciated by participants who expressed a preference for synchronous interactions, highlighting the ease of back-and-forth communication in that environment.

In essence, the discussion created the activity theory framework and exemplified how the selected questions for discussion engage and motivate fostering a collaborative and interactive environment. Participants consistently identified interaction as a pivotal component in ensuring the effectiveness of discussion sessions. Emphasis is placed on creating an environment that facilitates diverse communication formats for both learners and instructors. The participants highlighted the importance of avoiding one-way lectures, with students expressing a preference for engaging teaching methods. From the discussion, a figure about effective learning in the classroom is created which shows the expectations of Gen Z.
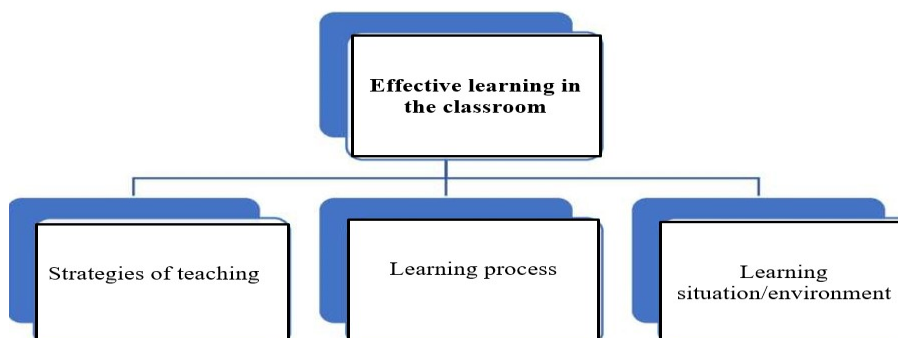
Figure1: Effective learning in the classroom

Synchronous learning, as per Schullo et al. (2007), enhance motivation and student learning through immediate feedback and interactions. This paper aligns how participants clarify issues and offer instant feedback during activities. This interaction in real-time plays a crucial role in the education process and involves real-time communication between learners and instructors within the system. It offers robust features for setting up meetings, providing effective options for interaction and learning for both moderators and users. These environments are characterized by various interactive features, including oral communication, text-based messaging, sharing of Power Point presentations, video transmission, collaborative web browsing, and more (Engle & Parent-Stevens, 1999; McBrien et al., 2009; Yang & Liu, 2007). For this, the teaching method should include interaction, active participation, association with real life, presentation, etc.

Learning System and Learners' Expectations

The important patterns and uniformity in classroom learning emphasize the need for a predictable interface to understand the subject, and it fosters sustained interest and active participation among students. Beyond course structure, creating conducive learning environments and a supportive learning community emerged as key motivators for students' participation. The curricula intentionally designed in the twenty-first century cover different areas of study for interaction and communication. In the third-semester Survey of British and American Drama, Modern and Postmodern Poetry, and Academic Writing: Argumentation are compulsory areas and the other two separate subjects cover optional areas. These spaces included classroom activities, private and public communication areas, sharing spaces, and peer support spaces for each module. The deliberate inclusion of personal introductions, where students shared details about themselves, their families, goals, and photos, contributed to a sense of community. This detailed sharing compensated for the face-to-face interactions in classroom environments. The structure and design of courses play a crucial role in shaping students' motivation and their overall learning experiences. Anderson et al. (2001) emphasize the pivotal role of thoughtful design in learning activities, underscoring its significance in achieving educational outcomes. The intentional embedding of teaching materials and resources within logical texts and hyperlinks aimed to enhance the ease of the learning experience. This approach aligns with strategies suggested by Savenye et al. (2001), emphasizing easy access to well-organized, hyperlinked resources within modules. Critical pedagogy further supports the learning management system and advocates for course structures that set clear expectations for students. One of the participants of R1expressed:

> The tutor proposes a training model that complements advanced pedagogy and starts from content and pedagogy. This approach creates confusion about the relationship between disciplinary knowledge and teaching. Regular assessments, peer reviews, and comprehension questions are used to test students' understanding and identify areas for improvement. However, teaching literature through real-world connections enhances student engagement, understanding, and critical thinking skills by making the material relatable and engaging.

Diverse assessment strategies, such as peer reviews, self-assessments, and project-based evaluations, promote inclusivity and enhance student learning outcomes. In essence, this exploration illuminates the interconnected elements of thoughtful course design, structured layouts, and the creation of supportive learning communities, all of which significantly affected students' inspiration for motivation and engagement.

The deliberate effort in crafting a well-organized and interactive space has proven instrumental in fostering a positive and collaborative learning experience for students. The significance of thoughtful course design and the creation of supportive learning communities in the classroom education system influence students' motivation and overall learning experiences. In this exploration, students' perspectives and experiences shed light on the impactful role of strategic course design and interactive spaces, as well as the crucial presence of the teacher in the online learning environment. The positive surprise at the richness of interactions underscores the effectiveness of creating diverse communication spaces. The intentional creation of social, and communication virtual space aligned with Schwier's (2007) notion that communities emerge when nurtured. These interactions maximize motivation and collaboration, crucial elements in online learning.

In the twenty-first century, education must equip learners with transformative skills and competencies to navigate the digital world, focusing on literature and other subjects in an ICT-driven world. Bazimaziki (2022) agrees, "Teaching Literature nowadays must target not only literary competence development but also other subjects, especially in a world driven by Information Communication Technology (ICT) in all sectors of life" (165). One of the participants from R2 expressed:

> Technology integration in education enhances learning experiences through interactive simulations, and collaboration. Digital presentation, and discussion makes class room activities less lively and interactive. Teachers focus only on limited subject matter and the students fail to get required contents from digital teaching only. Students use phone dictionary to understand difficult words, Kahoot for online quizzes, and Movie Creator for video creation. Quizzes make learning fun and engaging, but in our case it is not effective.

Incorporating technology in teaching language skills boost student engagement, motivation, and academic achievement. Learning from more capable peers, as observed in this study, resonates with Vygotsky's (1978) zone of proximal development (ZPD), where collaboration extends an individual's learning potential. This was evident as students shared insights on knowledge, enhancing their peers' learning experiences. The collaborative nature of interactions allowed students to achieve more collectively than individually exemplifying the ZPD concept.
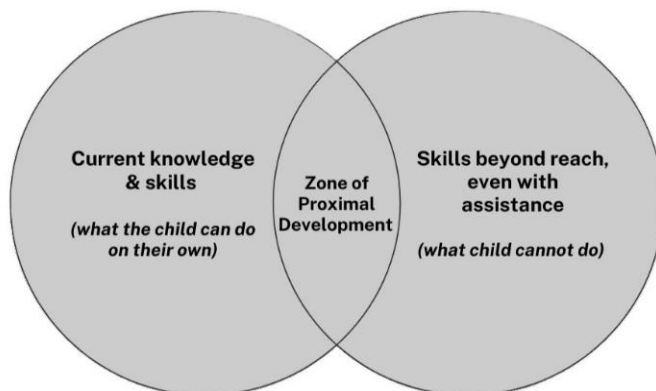
Figure 2: ZPD developed by Lev Vygotsky (1896 – 1934)

The teachers' role in fostering community and motivation is pivotal. Mcleod (2023) has also borrowed the ideas of Vygotsky. Figure 2 indicates that creating spaces for interaction and active participation in forums contributed to a supportive learning environment. This community-building approach aligns with the notion that learners require conducive conditions to thrive (2007). Moreover, the instructors' presence in learning environments emerged as a key motivator for facilitating the learning for academic achievement. As this humanities education cultivates socio-cultural ethics and develops critical thinking in students' academic and professional life. It connects the current knowledge with skills beyond reach to create a space for zone of proximal development. It supports the students to understand the multiple ambiguities of metaphorical language, myth, culture, and establishes a link between local to global ideas. The learners can express the importance of the tutors' active involvement, providing guidance, direction, and prompting deeper thinking supports to understand the curriculum and course contents. The reflection on the asynchronous nature of classroom learning highlighted the unique role of the teacher in maintaining focus and guidance. There were five structured questionnaires to understand the research questions. One of the learners from R3 expressed:

> The learners view that the curricula have focused only on the Western worldview and there a little space for South Asian, Asian, Latin American, and African perspectives. In the twenty first century, learning about British and American literature cannot fulfill the expectation of learners. Only the Western-centered ideas cannot fulfill the widening views of present learners. The interest of the students has not been fulfilled due to the tendency of teaching in English literature classrooms at the post-graduate level focuses only on many theoretical matters, historical matters which reduces the students' time for writing and research activities.

Most of them have expressed that the coverage of the courses is incomplete to meet the objectives of the curricula. The participants' observation about classroom teaching and assessment is quite traditional which cannot fulfill the expectations of the learners. To some extent, the curricula fail to fulfill the expectations of the learners to be global citizens. For this, the tutors should be cooperative to fulfill the expectations of learners. The instructors' presence also played a crucial role in directing discussions and guiding students.

The teachers' active engagement, guidance, and acknowledgment become fundamental elements in motivating students to participate in the classroom discussion. It aligns with the findings of Tallent-Runnels et al. (1978) and emphasizes the significance of tutors learning contexts. Numerous studies underscore that the impact of instructors' real-time interaction with learners contributes to enhancing positive learning experiences (McIsaac et al., 2006; Dennen, 2005; McIntyre, 2011). The multifaceted approach of strategic course design, interactive spaces, and the active presence of the teacher collectively shape a motivating and supportive learning environment.

This study on Nepalese students studying at Tribhuvan University at Master's level found lower-than-expected practices of collective and self-learning. The University Grants Commission (2014, p. 29) states the government provides financial aid to higher education institutions in Nepal, for overseeing management and distribution. Dawadi et al. (2020) observe that like numerous other low-income nations, Nepal demonstrates substantial disparities within its populace in terms of socioeconomic status and educational levels. The prevailing education system and the uneven distribution of resources are often cited as factors contributing to the increasing gap between the privileged and underprivileged. Gen Z students, born into digital technology, have unique learning styles and attention spans. Tutors should aim to bridge the generation gap and motivate these students to learn literature in the present context. The study suggests that tutors in the twenty first century should motivate the learners and adapt their teaching programs to cater to the needs of Gen Z, who have been shaped differently by digital technology. This shift from traditional to transformational learning models can help bridge this gap and improve teaching literature in context for today's students.

Conclusion

This paper delves into the intricate factors shaping learners' motivation and engagement in the classroom environment. Its focus is on the classroom and the learning management system and its impact on course design and forum discussions. The findings reveal a nuanced understanding of how the curricula influence students' motivation and active participation. The result was an environment that enhanced students' motivation, fostering a spirit of active participation. Furthermore, the sense of community emerged as a pivotal factor influencing students' motivation and participation. The design facilitated easy access to learning materials, promoting a structured and organized learning experience. The academic interactions within the classrooms were not solely confined to the exchange of course-related information. The community became a space where students felt encouraged and supported, contributing positively to their overall engagement. This aligns with the broader understanding that creating a conducive environment for learning and a supportive community can significantly impact student motivation. The lecturers' presence within the community and classroom emerged as a notable factor influencing students' motivation. The instructional strategies employed, acknowledgments, and timely feedback collectively conveyed the lecturer's active participation in the learning process. The students perceived the lecturer not only as an instructor but also as an active member of the learning community, providing guidance and fostering a collaborative atmosphere. Acknowledgments and feedback from tutors emerged as crucial elements contributing to student motivation. The lecturers' active involvement, as perceived by students, creates a unique dynamic in learning. It, in short, underscores the interconnected nature of tools, community, and instructors' presence in shaping learners' motivation and engagement. Synchronous features of the classroom, the intentional design of the course, and the lecturers'

active presence collectively contribute to a vibrant and supportive learning community. The study reveals a generation gap in classroom instruction, with students finding literature programs boring and ineffective. Students prefer instant feedback and contextual learning, while instructors prefer long-term assessments.

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