

Effective Reading Strategies for Generation Z Using Authentic Texts

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Abstract

The article deals with the use of effective reading strategies with Generation Z students based on a critical review of modern psychological and pedagogical studies of 'digital learners'. The relevance of the study is substantiated by the fact that the subjects of the modern educational process today are mostly representatives of Generation Z and their ways of study, preferences and values are bringing important changes to teaching and learning contexts. The purpose of the article is to analyse effective reading strategies using authentic texts. It features a brief overview of the studies devoted to the reading strategies and highlights the differences between reading skills and reading strategies. The authors explore the concept of authenticity of texts and tasks and suggest their highly motivational nature for digital learners. The article presents an analysis of Generation Z's unique characteristics and projects them onto the choice of effective reading strategies for digital learners. The article concludes with a discussion of pedagogical implications and a list of recommendations to consider when selecting effective reading strategies for language classrooms.

Keywords: authentic texts, Generation Z, learning strategies, reading strategies

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