



## Integration Technology and Learner-Centred Approaches for Better Generation Z's English Reading Skills: A Literature Review

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### ABSTRAK

Gen Z adalah generasi yang lahir dan dibesarkan di era teknologi dan mudah diakses, yang membuat mereka sangat mahir dalam teknologi digital. Generasi ini menguasai bahasa Inggris dengan baik. Fokus penelitian ini adalah untuk menyelidiki metode untuk meningkatkan kemampuan membaca Generasi Z dengan menggabungkan teknologi dan metode pengajaran yang berpusat pada peserta didik. Metodologi tinjauan pustaka digunakan dalam penelitian ini untuk meringkas dan mensintesis teori dari sumber akademis berkualitas tinggi. Penelitian ini bertujuan untuk menyelidiki kesulitan dan peluang yang dihadapi guru Gen Z dalam mengajar keterampilan membaca bahasa Inggris. Penelitian ini memanfaatkan berbagai sumber ilmiah dalam bidang pengajaran dan pembelajaran bahasa Inggris, termasuk artikel jurnal, prosiding konferensi, buku, dan tesis, selain menemukan dan menyelidiki metode yang efektif untuk meningkatkan kemahiran membaca bahasa Inggris. Hasil tinjauan pustaka ini menunjukkan bahwa menggunakan teknologi dan menerapkan pendekatan yang berpusat pada peserta didik sangat penting untuk meningkatkan minat dan keterlibatan Gen Z dalam pengajaran membaca bahasa Inggris.

### ABSTRACT

Gen Z is a generation of individuals that were born and raised in an era where technology was prevalent and accessible from a young age, making them highly proficient in digital skills. This generation has a certain quality when it comes to acquiring English language skills. This study seeks to examine strategies for enhancing the reading proficiency of Generation Z through the incorporation of technology and learner-centred instructional approaches. This research employed a literature review methodology to summarise and synthesise theories from reputable academic sources. The aim of this research was to address the challenges and opportunities that Gen Z teachers face when teaching English reading skills. In addition to discovering and investigating efficient techniques for enhancing English reading proficiency, The research utilises many scholarly sources, such as journal articles, conference proceedings, books, and theses, in the domain of English language teaching and learning. The findings of this literature review indicate that using technology and adopting a learner-centred approach are crucial for stimulating the interest and engagement of Generation Z in English reading instruction.

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## 1. INTRODUCTION

Gen Z, a generation comprising individuals born from 1997 to 2012, has grown up in close proximity to technology and the internet. This affects their learning process, particularly their acquisition of the English language. Occasionally, instruction is provided by individuals from generation Y, or Millennials (those born from 1981 to 1996), and the Baby Boomer generation (those between the early 1940s and 1960s) [1] [2]. Compared to past generations, there are noticeable disparities in learning styles, abilities, and interests [2]. The primary distinction is the level of convenience in using technology. Generation Z is the only demographic that has been consistently exposed to technology from birth to the present. Gen Z students are no longer interested in traditional teaching techniques that solely rely on textbooks and lectures. Therefore, there is a need for a paradigm shift in English education methodology [3].

Students belonging to Generation Z widely perceive teaching that incorporates technological integration as more effective and inspiring [4]. We expect this digital integration to enhance the development of reading skills, learning technology skills, critical thinking skills, and problem-solving abilities among Gen Z pupils [5]. According to the PISA 2022 findings in Indonesia, very few pupils achieved a score of Level 5 or above in reading, which is significantly lower than the OECD average of 7% [6]. Put simply, 15-year-old children possess the ability to comprehend lengthy texts, grasp abstract or counterintuitive ideas, and discern between factual statements and opinions, relying on implicit clues associated with the content or origin of information. However, Indonesian 15-year-old students' reading scores fall within the lowest decile [6]. Gen Z has a disinterest in conventional reading, favouring visual and interactive content instead. Additionally, they have a shorter attention span compared to prior generations. Therefore, numerous individuals belonging to Generation Z struggle to comprehend intricate written material. Furthermore, a significant portion of the Gen Z population lacks sufficient access to advanced technology and the internet, hindering their ability to acquire English language skills. Various learning strategies are required to assist Gen Z in effectively using technology as an interactive and engaging learning medium, specifically applications, games, and videos. In addition to using technology, deliberately choosing real material will stimulate Generation Z's interest in reading material that is directly applicable to their lives [2].

An additional efficacious tactic for enhancing the English reading proficiency of Generation Z is the learner-centred approach, which can be employed in reading tactics like project-based learning (PBL). Incorporating Gen Z into projects that necessitate reading and comprehending English texts would undeniably stimulate their development of

autonomous critical reading abilities, enabling them to assess information and resources with a discerning eye. Project-Based Learning (PBL) enables Generation Z to collaborate in teams and engage in discussions to successfully accomplish reading tasks [7]. In this practice, the lecturer assumes the roles of facilitator and evaluator, offering Gen Z positive feedback on their reading progress [8]. Put simply, both lecturers and students play equally significant roles in the learning process of English, hence fostering optimal progress in learning. The lecturers face a problem in aiding students to enhance their reading skills due to the variations in generations, learning styles, and individual features of each student in the class. Utilising integrated technology as a learning medium enhances the efficiency of the learning process in the classroom. By fulfilling these roles, we can create a conducive atmosphere for effective learning.

The objective of this study is to identify and articulate the difficulties faced by English instructors in enhancing the reading abilities of Generation Z students by incorporating technology and adopting a student-centred approach. We anticipate that this review will provide valuable insights to those in the education industry and deepen lecturers' understanding of the true responsibilities involved in teaching English.

Proficiency in reading is one of the essential components of English language acquisition that students must master in order to become fluent in English. This skill necessitates pupils possessing the ability to comprehend the significance of words, phrases, and the contextual implications, both explicit and implicit, within a given reading passage. Students must employ an effective method to develop proficient reading skills, as this ability necessitates the retrieval of prior information pertaining to vocabulary, concepts, and subjects encountered in their reading materials. Put simply, individuals will naturally struggle if they encounter a reading topic that is unfamiliar to them. Therefore, individuals require certain tactics that will aid in their comprehension of written material [9].

Bilonozhko and Syzenko [10] contend that the reading strategy involves an interplay between the reader and the text, with the purpose of offering guidance and comprehension to the reader. We categorised the reading methods into six distinct groups: (1) cognitive strategies, (2) memory, (3) compensation, (4) metacognitive, (5) emotive, and (6) social. Cognitive techniques encompass a range of activities, including note-taking, vocabulary exercises, sound and sentence construction exercises, summarising, paraphrasing, predicting, analysing, and utilising context clues. Memory tactics encompass techniques such as using mind mapping to visualise reading texts, categorising information using keywords, drawing inferences based on factual evidence, and identifying synonyms. Compensation techniques differ from memory strategies as they involve utilising a dictionary and making educated guesses about the meaning of a reading text based on its topic and primary idea while reading. Metacognitive methods refer to a set of reading strategies that individuals can use independently. These strategies involve tasks such as planning, classifying, setting targets, and self-evaluation. Affective techniques are self-directed endeavors aimed at independent learning. The ultimate approach consists of social methods such as engaging in peer reading, posing questions, seeking correction, and participating in feedback activities.

When teaching Generation Z students, it is crucial to offer genuine texts to inspire them to become self-reliant learners in selecting which texts to read. For Gen Z learners, the appropriateness of content, the potential for exploitation, and the ease of readability are the

primary factors. This generation, having unrestricted access to various forms of knowledge through the internet, is generally resistant to traditional learning methods. In contemporary times, educators observe that students exhibit a disinclination toward transcribing information in their notebooks, although they display a willingness to capture and document written content on the board using photography. In addition, it is worth noting that individuals belonging to Generation Z often have a brief attention span of 7–10 minutes. Consequently, they may struggle to concentrate on intricate details and intricacies within a couple of minutes [11]. Nevertheless, a positive aspect is that Generation Z has a remarkable capacity to quickly adjust to their surroundings, and they tend to exhibit outgoing and innovative traits. Even the Generation Z cohort shows proficiency in utilizing technology and multitasking. For instance, they possess the ability to effortlessly navigate and utilise the most up-to-date software [12].

Instructing Generation Z in the English language is a formidable challenge for educators. Critics frequently criticise Gen Z for their perceived passivity and preoccupation with digital gadgets and social media [13]. Multiple studies have examined successful methods for instructing this particular generation, with one such method being the utilisation of a learner-centred approach to learning. Technology integration is purportedly a potent approach for instructing Generation Z in the English language [14][15]. Technology enhances the chances for students to access genuine content from native English speakers with different levels of proficiency, both within and beyond the classroom. Students have the opportunity to enhance their English language skills by engaging in independent practice via platforms, applications, and websites that provide a wide range of English language tasks. This process entails a transition from a lecturer-focused teaching approach to one that prioritises the learner's needs and preferences. By utilising devices, software, or interactive multimedia, students who were previously passive recipients can transform into active learners and develop a strong enthusiasm and motivation to engage in English practice. Students will be granted greater autonomy in selecting their preferred methods of studying English, as well as the flexibility to determine the location and timing of their study sessions beyond the confines of the classroom. This practice promotes student independence as learners and improves critical thinking skills [16].

Technology integration and learner-centered approaches have had a significant impact on Gen Z's reading skills [11] [16] [17] [18]. Here are some positive and negative impacts:

*Positive impact:* 1) *Cultivate an enhanced inclination towards reading:* Generation Z, who are accustomed to consuming digital media, will demonstrate more excitement and drive for reading by incorporating technology. We recommend that individuals from Generation Z improve their reading skills by utilizing electronic books, audio books, gamification, and interactive reading software. 2) *Improve Reading Comprehension Skills:* It is highly recommended utilizing electronic dictionaries, interpreters, and other tools that may elucidate difficult terms in order to enhance Gen Z's reading comprehension abilities. 3) *Improve Critical Reading Skills:* The incorporation of technology can assist Gen Z in cultivating a more astute and discriminating approach to reading. Implementing a proficient reading strategy will substantially aid the present generation in evaluating various sources of information and ascertaining their credibility. 4) *Improve Writing Proficiency:* The younger generation, referred to as Gen Z, who have demonstrated exceptional aptitude in understanding and evaluating written content, can enhance their writing abilities by actively reading substantial works of literature. 5) *Enhance knowledge accessibility:* Furthermore, technology enables Gen Z to

easily and quickly obtain information from a variety of sources. This can expedite their knowledge acquisition on a variety of subjects and improve their general comprehension.

*Negative impact:* 1) *Impaired Concentration:* The utilisation of technological integration has resulted in a negative consequence for Gen Z, namely a diminished ability to sustain focus for extended periods of time, with an average attention span of approximately 7–10 minutes when engaged in reading activities. Undoubtedly, Gen Z's inclination towards many concerns and subjects renders them susceptible to distraction by notifications emanating from social media, games, and other applications. 2) *Technological Dependence:* Gen Z individuals who rely excessively on technology for reading may encounter challenges while attempting to read without the aid of technology. 3) *Insufficient Profundity of Comprehension:* Engaging in online reading may diminish the likelihood of Gen Z individuals fully comprehending the substance of the reading, in contrast to reading traditional books. 4) *Insufficient Proficiency in Creative Reading:* Excessive internet reading can diminish Gen Z's ability to effectively comprehend and appreciate creative literary works, such as poetry and novels. 5) Gen Z's exposure to technology enables them to obtain things that lack utility or may even be detrimental. This can adversely affect their mental and emotional growth.

The learner-centred approach prioritises the unique requirements and preferences of every student. This strategy can assist individuals from Generation Z in cultivating reading abilities that align with their unique requirements and preferred methods of learning. When incorporating technology in the classroom, it is important to establish specific time constraints to prevent excessive screen-based reading among Gen Z students. Promote the consumption of physical books as a means to cultivate a more profound comprehension and enhance one's ability to engage in imaginative reading. Offering a diverse range of reading materials enables individuals to develop a greater interest in reading. This can be achieved by organizing group discussions centered around the themes they are reading, which helps them better understand the content. Through the amalgamation of technological integration and a learner-centred approach, we can facilitate the cultivation of the necessary reading skills for Gen Z to thrive in the 21st century.

Pandya and Joshi [16] found that the integration of technology effectively facilitated student interaction with native English speakers and other foreign learners of varying competence levels. Furthermore, as time progresses, the use of technology has become an essential requirement. Ultimately, technology provides an abundance of knowledge derived from authentic language sources, thereby facilitating students' active engagement in class discussions, information sharing, and participation. A study conducted by A. Szymkowiak, et al., [11] found that out of the 498 participants, the majority expressed a preference for using technology as a learning tool in the classroom as opposed to other traditional methods. Efforts to modernise traditional English language teaching practices are regarded as successful by integrating technology into English language teaching, as indicated by research [17]. The use of technology has yielded beneficial effects in various domains of life, notably in the realm of education overall and specifically in the context of English language acquisition. Nevertheless, technological progress can also yield adverse consequences, such as fostering a reliance on technology among students in general and particularly among generation Z. Lecturers face the challenge of overcoming difficulties when incorporating technology into the classroom.

Learner-centred learning is an educational approach that prioritises the active engagement and participation of students [19] [20]. According to Khanh [8], teachers that implement this learning approach have been demonstrated to have a beneficial impact on creating a learner-centred environment as opposed to teacher-centred learning strategies. Singh and Singh [21] assert that teachers who encourage their students to learn independently will cultivate a sense of autonomy and intrinsic motivation. Additional studies suggest that favourable relationships between students and lecturers foster an environment that is conducive to learning, leading to enhanced self-confidence and a greater willingness on the part of students to actively engage in the learning process [22].

## **2. RESEARCH METHODS**

This study employs a literature review methodology, notably utilising a research approach that is based on library resources. This approach involves a comprehensive analysis of various theoretical frameworks related to the topic under investigation, thereby offering deep insights to address the research challenge.

### **2.1 Research Participants**

In contrast to empirical investigations, the theoretical review in this research concentrates on gathering and interpreting existing knowledge to construct a unified theoretical framework. This approach provides comprehensive insights and enhances comprehension of the subject. Therefore, this theoretical review study did not include human volunteers.

### **2.2 Research Resources**

This literature review mostly consists of scientific articles, books, and other academic publications that are relevant to the topic under discussion. This item was selected for investigation and evaluation based on the following criteria:

1. The selected literature is relevant to the study problem and provides significant insights into related topics, theories, or techniques.
2. The reputation of the author and publisher strengthens the legitimacy of the study material, ensuring that the offered information is authoritative and trustworthy.
3. Recent publications are prioritized to ensure that the most current results, advancements, and opinions on the subject are included.
4. The study material offers a wide variety of views and approaches, which enriches the analysis and allows for a comprehensive understanding of the subject matter.

### **2.3 Procedure For Collecting Data**

This theoretical review used a rigorous data collection method to analyze relevant literature pertaining to the research topic. The research process begins with a comprehensive literature search, followed by a diligent evaluation of scientific articles and a detailed review of study hypotheses and findings.

### **2.4 Data Analysis**

Data analysis is the process of inspecting, cleaning, transforming, and modelling data in order to discover useful information, draw conclusions, and support decision-making. The data

in this study were analysed using qualitative description methods to ensure a thorough interpretation of the acquired information. The primary advantage of this strategy is that it allows researchers to thoroughly investigate and clarify intricate parts of the study overview, thus establishing a strong basis for scientific discussions and academic contributions.

### 3. RESULTS AND DISCUSSIONS

The research questions in this literary investigation have been addressed using data acquired from the aforementioned discoveries.

*Q1: How might the integration of technology and an instructional strategy that focuses on the student improve Generation Z's English reading abilities?*

The concept of learner-centred learning, in theory, assumes a multifaceted role that surpasses the conventional lecture-based method. The teacher's responsibility is to assist and guide students in using technology integration as a medium for their English learning. Instead of being the exclusive repository of knowledge, they really serve as the exclusive medium via which students can participate in collaborative learning, engage in discussions, and solve problems [8]. An instructional method that focuses on the learner's needs and preferences not only enhances their English language proficiency but also cultivates their ability to think critically [23] [24].

Ultimately, employing appropriate methodologies to teach reading skills to Gen Z will yield long-term advantages that may be applied to practical, day-to-day situations. In addition to that, employing the appropriate approach is thought to be effective in enhancing reading abilities and can cultivate a favourable mindset, receptiveness to new ideas, and resilience against critique [10]. When it comes to selecting an appropriate reading technique for Generation Z, the involvement of educators in evaluating the distinctive positive traits of this generation is crucial. Gen Z, in actuality, did not have a strong reading culture throughout their upbringing and is commonly perceived as a generation that does not prioritise reading. Instead, they tend to rely on internet sources for answers rather than seeking help from teachers or peers. Consequently, individuals with this difficulty often have delays in acquiring their necessities as a result of their challenges in engaging with others in face-to-face interactions [25] [18] [17].

*Q2: What challenges arise when combining technology and a learner-centered strategy to improve Generation Z's English reading abilities?*

While technology integration offers numerous benefits in English language learning, there are also certain challenges associated with its use as a learning medium. According to Rintaningrum's research [17], 5 out of 6 respondents reported that the cost of using technology remained prohibitively high, limiting access to technical resources for a significant portion of the population. Furthermore, the availability of the offered technology is restricted and challenging to obtain. The restricted number of instructional hours also poses a barrier to the integration of technology in the classroom. In addition, age serves as a determinant of the challenges faced by educators when it comes to effectively incorporating technology into the educational experience. Put simply, not all professors possess the ability to operate modern technologies or have a high level of technological literacy. Facilities can also hinder the use of technology as a learning tool [26].

Despite the initial promise of technology, Rintaningrum's research [17] found that 1 out of 6 respondents identified class size as a hindrance to the use of technology in learning English.

Similarly, it is important to take into account the teaching of time indicators. English teachers have a responsibility to allocate time and use technology effectively in order to create a favourable learning environment [12], [26].

#### 4. CONCLUSION

Teaching English reading to Generation Z necessitates a creative and captivating methodology. Combining technology with a student-focused strategy can enhance Gen Z's engagement and involvement in acquiring English reading skills. English Language Teaching (ELT) instructors must stay updated on technological advancements and the newest research in order to devise efficient techniques for teaching reading skills in English to Generation Z. Nevertheless, teachers must establish effective filters or explicit parameters for the use of technology in the classroom, taking into account numerous factors that necessitate consideration, including restrictions. Factors like time, classroom size, and classroom amenities, among others, are considered. The primary goal of teaching reading is to select an appropriate technique to enhance Generation Z's reading skills. Teachers should reinforce or underscore the objective of reading (such as reading for understanding, focused or thorough reading, quick reading, searching, etc.) in order to enable students to identify the goal of reading using suitable and efficient techniques.

Ultimately, the aim of this literature study is to enhance the understanding of ELT teachers who instruct Gen Z students and offer valuable insights to other scholars exploring related subjects. Nevertheless, there are numerous unavoidable limitations to this study. This research specifically focuses on a concise theoretical analysis of enhancing the reading abilities of Generation Z by incorporating technology and adopting a learner-centred approach. Furthermore, this research's lack of precise statistical data elucidating the efficacy of technology integration and a learner-centred approach is another drawback. To address this constraint, it is anticipated that future studies will conduct a more comprehensive analysis to provide more intricate comprehension and outcomes about the efficacy of using technology and learner-centred learning in enhancing Generation Z's reading abilities.

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