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Adapt and Adopt: A Reflective Account of Strategies and Practices in an Extensive Reading Course

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Abstract:

Extensive Reading (ER) is an approach that encourages learners to read a large amount of self-selected material in the target language. While ER has proven effective in supporting foreign language acquisition, its implementation often faces challenges such as students' low motivation, limited vocabulary, and restricted access to English books or authentic reading materials. Against this backdrop, I present a reflective account of my experience in addressing these challenges while teaching an ER course. Grounded in my belief that teachers should continuously engage in meaningful practices beyond routine procedures, I implemented several strategies and made some adaptation in my ER class. The strategies included adopting reading materials from free online resources, using reading logs to track progress, and assigning the students to create an infographic to summarise and visualise their reading. Employing an autoethnographic approach, I reflect on the teaching and learning process throughout the semester, the students' engagement with the tasks, and how my instructional decisions were shaped by ongoing analysis of their work. This reflective account offers insights that may benefit other teachers seeking to enhance their instruction and implement adaptive approaches in their ER courses.

Keywords: Extensive Reading, Reflective Practice, Adaptive Pedagogy, Autoethnography

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Introduction

In language teaching pedagogy, the term extensive reading (ER) has been conceptualised as an approach in which learners are required to read large quantities of texts, often at a relatively fast pace. The goal is not only to obtain information, but more importantly, to read for pleasure and enjoyment. Early conception of ER emphasised three key elements: reading a great deal, reading quickly, and real-world experiences (Day, 2015). The reading materials used in ER typically fall outside formal academic texts, such as graded readers, short stories, novels, news articles, blogs, magazines, and other authentic materials. In ER, learners are encouraged to select their own reading materials and engage with them in substantial quantities for the purpose of overall comprehension (Renandya & Jacobs, 2008).

Day and Bamford (2002) proposed ten principles in order to make ER program successful. Those principles are: (1) the reading material is easy, (2) a variety of material on a wide range of topics is available, (3) learners choose what they want to read, (4) learners read as much as possible, (5) the purpose of reading is usually pleasure, information, and general understanding, (6) reading is its own reward, (7) reading speed is usually faster rather than slower, (8) reading is individual and silent, (9) teachers orient and guide their students, and (10) the teacher is a role model as a reader. It should be noted, however, that these principles may apply differently to different classroom (Macalister, 2015). In its implementation, Day (2015) further suggested three practices of ER: supervised ER, independent ER, and blended intensive and extensive reading.

Research has shown that ER offers significant benefits for language learning. Within the framework of SLA theory, reading serves as a valuable source of *comprehensible input*. Krashen's (2004) Pleasure Hypothesis posits that enjoyable activities enhance language learning, and consistent exposure to comprehensible input is essential for developing language proficiency. In this regard, ER provides learners with both an effective and intrinsically enjoyable pathway to language development.

In terms of language skills and abilities, ER provides L2 learners with abundant vocabulary in the target language (Chen, 2018). Through reading, learners encounter new words in contexts, and the new words they encounter will enrich their vocabulary repertoire. In a recent study, Reynolds et al. (2024) identified that ER has enhanced the student critical thinking skills such as understanding the connotative meaning in a sentence, and able to infer the meaning of the word by using the context in which the word appear. Moreover, during the class discussion the students also began to use the word they learned from their reading. Reading also leads to improvement in writing skills in the areas of content, organization, language use, and mechanics (Park, 2016).

Another benefit of ER is it boosts student motivation and confidence (Huang, 2015; Sun, 2022). It is because the students are allowed to select the reading materials or genres that suits their preference. For example, student can choose horror stories, or other genres they like. ER encourages students to have fun and independently explore through reading, rather than feeling stressed and pressured by test-oriented learning. Relaxed learning atmosphere also make student reduce their stress and become more confident in reading.

Despite its benefits, implementing ER presents a range of challenges. At schools with exam-oriented curriculum, ER is not a popular subject. Both teachers and students view it as time-consuming and inefficient to raise the student scores (Huang, 2015; Sun, 2022). In the context of school where ER is not a compulsory course, the challenge is the difficulty in allocating sufficient time because it must compete with other courses and extracurricular activities. Government-mandated courses have also led to ER being reduced or even cancelled (Reynolds et al., 2024). In addition, not all schools are able to

provide a large variety of reading materials. Classroom teachers also still lack relevant training and therefore the confidence and capability of ER implementation (Sun, 2022). A study found that reading course was often delivered through traditional and monotonous methods, compounded by lack of technological tools and inadequate school facilities (Budianto et al., 2025).

Another challenge in implementing ER is engaging the students as not all students are intrinsically motivated to read. In their study, Reynolds et al (2024) reported that some students used the ER sessions to do unrelated tasks such as completing homework or even sleeping. Thus, the teacher had to force the students to read. Another teacher participant in the study stated that his students showed little progress of reading at home although he kept encouraging them to read. The teacher also observed that students with low proficiency had lower motivation and showed resistance to reading. Due to their low proficiency, they found reading daunting and lost interest quickly. The students struggled in understanding the text due to the difficult vocabulary, which required them to read repeatedly to gain comprehension.

Several extrinsic factors also contributed to students' demotivation in reading. In some cases, schools selected reading materials that were too difficult, uninteresting, or unsuitable for the students' age group, leading to either information overload or boredom. For example, the use of graded readers that failed to match students' interests often reduced engagement. In addition, some schools assessed reading progress through specific tests, with teachers summarising the content for students. This practice made learners perceive that reading the entire book was unnecessary, as the primary goal became passing the test rather than reading for pleasure (Huang, 2015; Reynolds et al., 2024).

Digital distraction was also identified as one of the factors that cause low reading motivation among students particularly Gen Z. Beside limited vocabulary, the Gen Z students lacked interest in traditional printed materials (Suparman et al., 2025). In Reynolds et al.'s (2025) study, even few students who had good reading habit preferred to scroll through their phones on the allocated reading time instead of choosing to engage in reading (Reynolds et al., 2025). Similarly, Fitriasti et al. (2024) found that the students preferred watching videos or listening to podcasts rather than reading.

In higher education contexts. Al Aghar et al. (2023) noted that teachers or instructors faced challenges in motivating students to read independently and in assessing ER practices, particularly when ER was a standalone course rather than a part of the curriculum. Meanwhile, Fitriasti et al. (2024) reported that a lack of autonomy in selecting reading materials and unsuitable level of reading discouraged student engagement. Other challenges included the absence of a supportive reading environment, limited variety in reading activities, and insufficient lecturer guidance. The latter aligns with Zacharias' (2016) observation that a key challenge in ER course in higher education is the changing role of the instructor from an evaluator of student reading accuracy to an advocate and reading facilitator. In intensive reading (IR) course, teachers are evaluator or as "guardians of knowledge," focusing on guiding students toward correct answers for pre-set comprehension questions. Whereas in ER course, the instructor role is to foster independent and pleasurable reading experiences (Zacharias, 2016).

As a teacher of a higher education institution, I had an experience teaching ER course during the second semester of academic year 2024/2025. I had been teaching other skills courses, but teaching ER was my first time experience, so I found it quite challenging. Although the semester lesson plan (known as RPS) that would guide me in teaching was already available, I was aware that there would be circumstances in the

classroom that require some adaptations. As a teacher educator, I hold a belief that teaching is a thinking activity (Farrell, 2006), and as a thinking activity, classroom instruction is full of decision-making process. Teacher is not a robot that follows procedures mechanically. As thinking professionals, teachers should continuously engage in meaningful practices beyond routine procedures. Because classroom dynamics are often unpredictable, effective language teachers must remain attuned to the realities of the classroom and adjust their instruction accordingly.

Grounded in these beliefs, I conducted the present study, exploring my teaching practice and addressing the central question: *What strategies can I employ as an ER instructor to enhance student learning?* Guided by Farrell's (2006) notion of reflective practice, I examine my teaching process, the strategies I attempted, and the extent to which students engaged with the activities I designed. Farrell (2006) defines reflection as a process that helps teachers think about what happened, why it happened, and what else could have been done to achieve their goals. He views reflective practice as a form of "self-dialogue" in which teachers consciously examine concrete aspects of their teaching, systematically gather data on their classroom practices, and use this evidence to make informed decisions, adapt instruction, and enhance their professional practice.

Methods

This reflective account on my lived experience teaching ER course adopts autoethnography approach. Autoethnography is a form of qualitative research method that allows researchers to analyse their personal experiences within their sociocultural contexts (Chang, 2016). In the context of social science research, autoethnography originates from, and is deeply rooted in, in the field of anthropology in which the anthropologists' study about cultural practices in certain society. In its development, autoethnography has been embraced by researchers in various disciplines including education and second language teaching (e.g. Canagarajah, 2012; Mali, 2022; Yu, 2024). In language teaching research, autoethnography can serve as a narrative reflective practice (Mali, 2022), where teachers systematically and selectively tell pedagogical stories about their teaching. In this way, teacher can gain insight about themselves as language teacher.

In autoethnography, the author's own lived experiences are the data, and writing about the personal lived experiences is the product and process of data analysis (Yu, 2024). As Chang (2016) stated "*What is recalled from the past forms the basis of autoethnographic data*", the primary data source for this autoethnography is my personal memory. Information is extracted from this memory and written down as textual data.

There have been critiques on autoethnography as a research approach. Those who come from the epistemology of objectivity position and "scientific" approach usually question the validity of data and the analysis in autoethnography as it involves personal and subjective interpretation in the research process and data analysis. However, some scholars argue that autoethnography can maintain its objectivity if it *engages reflexivity to analyse data, still commits to theoretical analysis, and includes other information in data collection*. Therefore, I included external data both text data and visual data from the students works, and their responses to the end-of semester questionnaire. In other words, internal data (my personal memory) is triangulated with external data. External data help to avoid possible internal "memory censoring" (Yu, 2024)

Autoethnographic studies generally conduct data collection and analysis simultaneously, through the act of writing (Chang, 2016). The researcher is suggested to apply the method of "chronicling the past" or revisiting memorable events from lived experiences in sequential order (Keleş, 2023). The researcher can create a document in

the form of data chart or chronological timeline of what has been occurring during the teaching and learning. This document serves as guide for selecting and organising the topics when writing the story. I started the self-reflection process by revisiting and writing down the memorable occurrences in my ER class. Then, I opted for the memories that were most relevant to the research questions that I aimed to answer. To analyse the data, I searched for recurring topics, looked for certain themes, identified exceptional occurrences, connected present thought with past events, compared cases, contextualised broadly, and framed with theory (Chang, 2016).

Results and Discussion

Findings

When I was assigned to teach the ER course last semester, my first step was to review the syllabus or the course outline prepared by the department. This document is an important reference, as it serves to guide the teaching process. Although it was an official document, the syllabus content still had room for improvement, and I was permitted to make certain modifications during its implementation. The following section illustrates how they were applied in practice.

1. Adapting the syllabus and reading materials

In our institution, ER is a two-credit compulsory course offered for the second semester students. On the first meeting, I began by identifying the students' reading preference and their perception on their English ability especially reading skills. The students had taken Intensive Reading course in the previous semester and had been introduced with some reading strategies. From the information they shared, some students stated that they enjoyed reading, while few others stated that they did not like reading. Those who like reading, however, only read books in the first language. None of them had the chance to read English book or novels.

Then, I continue by introducing the students with the concept of ER and the planned activities throughout the semester. The existing syllabus actually mentioned several books as the reading material for the students to read such as *The Little Prince*, *Alice in Wonderland*, and *the Gladiator*. However, with the purpose to broaden the scope of reading material, I modified the syllabus and listed some other types of reading texts such as short story, news article, travel diary, movie review, book review, essay, biography, and novel. So, each week the students were going to read a certain type of text. This pedagogical decision stems from my belief that students should be introduced to a wide range of reading genres. Understanding different types of texts is an important reading skill that is applicable in real life. I also hoped to accommodate their reading preferences and make ER a pleasure activity for them as they were allowed to read the genre they would enjoy most.

Considering student level of language proficiency, I only assigned the students to read short articles or short stories. They looked for and selected the texts themselves as long as it aligned with the weekly topic outlined in the syllabus. They read the text at home, made notes in the reading log (see Figure 1). In the reading log, the students should record the title of the article or the story, the author, the link to the online source, the date they read, the number of pages they were able to read within a week, and their comments or how they felt about the text. Next, they shared what they had learned from their reading during the class discussion.

READING LOG

Name:

Month:

Title	Author/ sources	Date	Number of pages	Comments
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Figure 1. Reading log template

Regarding the reading log, I reminded the students that the purpose was to keep track on their reading progress and that the reading pace for everyone was different. For example, they might read one page a day during the week as long as they record it in their log.

2. Adopting the reading material from free online resources

The second strategy that I attempted in ER course was adopting the reading materials from various resources including blogs, online newspapers, or online magazines. There are number of websites that provide a wide variety of reading materials, graded readers, e-books, and even quizzes for the students to take after reading. However, not all of them are free. After searching through several websites, I found some online reading resources the students can freely access. Those websites are:

1. <https://www.er-central.com/library/>
A website that provides a free collection of reading texts, with a wide range of categories from fictions to non-fictions and different word levels.
2. <https://www.letsreadasia.org/>
A digital library that provides book especially storybooks that reflect the lives of children from across Asia and the Pacific.
3. <https://freegradedreaders.com/wordpress/>
A website that provides free digital books categorised into different proficiency levels from A1 to C2 so learners can choose book according to their level.
4. <https://www.gutenberg.org/>
A website that provides free e-books where readers can read online or download them.
5. <https://learnenglish.britishcouncil.org/general-english/story-zone>
A website where learners can choose to read different stories according to their language levels from level A2 to C1. It also provides some tasks for practice.

Other useful resources that I suggested to the students include <https://theconversation.com> (English version) and <https://medium.com>.

In practice, it happened that students not only relied on the websites that I suggested, but they also sought reading materials from other sources, which is acceptable because it means they understood how to access authentic materials. In addition, while sharing their own reading during the class discussion, the students can also learn from each other.

3. Adjusting the task and trying out a new approach

After evaluating and reflecting on the class activities and the student reading progress for approximately 7 weeks, I decided to try a new approach. The week after mid semester evaluation, the students were challenged to move to the next level by reading

the longer text/the whole book. As they should understand fiction and non-fiction, the students were assigned to read a biography and a novel. Since reading an English book would take a considerably long time compared to reading a short story, I adjusted the task by assigning the students to read a novel as part of the final evaluation at the end of the semester. The students may select the novel of their own preference and interest.

Meanwhile, for biography, instead of student's own selection, I decided to select the book for the students to read together. By reading the same book, I expected the class discussion could be more focused. After some searches, I found a biography that I perceived suitable for the students in terms of the language level and the content. The title was *I am Malala*. I selected the book with several considerations. First, the level of English used in the book was not too difficult for the students. Second, the true story of a female hero from Islamic context would be beneficial for the students because the students were also from Islamic cultural background and the students could gain some valuable lessons or insights from Malala's life story. Third, the book was available in the digital form/e-book so that the students did not need to buy the printed version. It was quite surprising when I suggested the book to the students and found out that the students did not know or had not heard about Malala before despite her being famous worldwide as the youngest recipient of Nobel Peace Prize.

Since the book contains almost 200 pages, I was aware that the students might need a longer time to finish reading it. Also, I did not want to make the students feel overwhelmed or stressful due to the long reading. Therefore, I employed a strategy by dividing the tasks. The book contained 24 chapters, whereas there were 31 students in the ER class. The students were assigned to read one chapter each, and a longer chapter would be read by two students. As a whole class task, I assigned all the students to read the prologue chapter. The prologue chapter provided an introduction as well as a flashback event before Malala was shot by the Taliban. Similar to previous tasks, the students also had to make notes on their reading log. Below is an example of student reading log:

Reading Log				
Name: Yulia			Month: April	
Name of book	Author	Date	Number of pages	Comments
<i>I am Malala</i> Chapter 23. The girl shot in the head	Malala Yousafzai & Christina Lamb	17 April	2 pages	It turns out that in other country education is a difficult thing to strive for everyone, maybe we go to school everyday is a common thing, but not for some people. And it turns out that education can change someone for the better
		18 April	2 pages	
		19 April	2 pages	
		27 April	8 pages	

Figure 2. Student reading log

When we had a class discussion about each chapter that they read, the responses from the student were positive. Although some of them still struggled understanding the English words in the book, the students stated that they liked the story and even it inspired them. I extracted some of the comments that the students wrote in their reading logs and compiled it in the following table:

Table 1. Compilation of students' comments

Student initials	Chapter	Date of reading	Comments
NA	1. A daughter is Born	18 April 2025	I felt incredibly emotional and angry when I read the prologue. Its heartbreaking and unfair that girls denied having proper education. I wont lie, I actually cried while reading it. I'm not someone who cries easily, but this was different. My heart felt heavy and hurt. Reading this also enriched my English vocabulary several times, I had to translate certain words into Indonesian. I also found myself wondering what all the places she mentioned in Chapter 1 look like. After searching for them on Google, I have to say I agree they are stunning, especially the Swat Valley.
MH	Prologue (page 8-14	18 April 2025	First saw the cover like an Indian country, but after reading it turned out to be Pakistan. A little shock by the writing that is too much, small, and full of pages from top to bottom, makes a little bored and a little dizzy. Although I don't like reading a lot of text, I have to force myself to do it in order to be able to complete this RL task .
NA	2. My Father the Falcon	19 April 2025	Pretty much tells about her father childhood and also about war history which I dont really understand cuz its so complicated.
NA	3. Growing Up in a School	21 April	This part is about Malala's father struggles opening a school with barely enough money, corruption, and resisting threats, feels heartbreaking yet deeply inspiring. This story makes me reflect on how much we take education for granted.
RR	4.The village (part one)	25 April 2025	In the part "The Village" of I Am Malala, Malala shares vivid memories of her family's village in the Swat Valley. She describes its natural beauty, simple lifestyle, and strong traditions. However, she also highlights the problems, such as

the lack of education for girls and the expectations placed on women. I believe this part is important because it shows how Malala's early experiences with injustice inspired her passion for fighting for education and equality. It also helps readers understand the cultural background that shaped her values and determination.

MH	7. The Mufti who tried to close our school	25 April 2025	I got more vocabulary such as <i>maulana</i> or <i>mufti</i> , <i>mohalla</i> (neighborhood), and some other vocabulary. Honestly if I discuss it one by one I'm dizzy with the flow.
HL	18. The woman and the sea	26 April 2025	I think this part is very touching and eye-opening about the importance of freedom for women. The comparison of the women to the sea made me realise that everyone including woman has the right to dream big, live freely, and get equal opportunities.
NZ	17. Praying to be tall	28 April 2025	At first I laughed when I read Malala asked for prayer just to grow higher, but the next part I was sad when I read women there started as teenager

In addition to reading log, after the whole book was completely read and discussed, I assigned the students to create an infographic of Malala's story. Infographic is a visualisation of data or ideas that are used as the means of presenting students' understanding and interpretation about the texts they read. Some examples of infographic created by the students are displayed below:



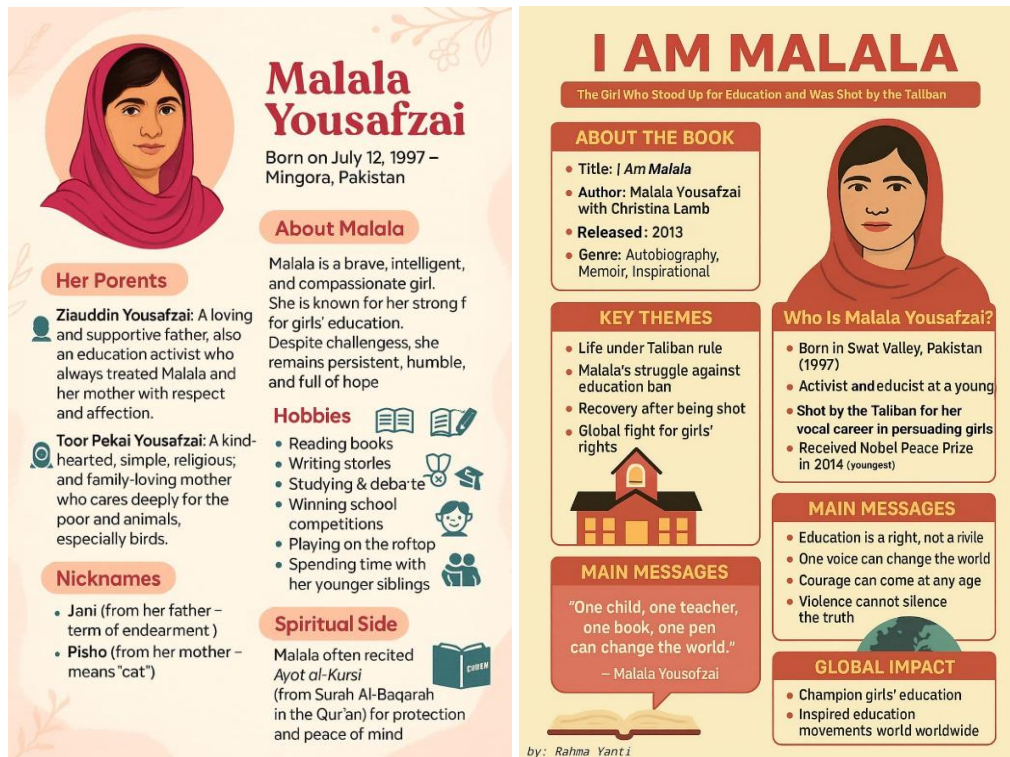


Figure 3. Students' infographics

At the end of the semester. I asked the students to fill in the questionnaire and give their opinion about their leaning experience during ER course. One of the questions was asking their experience in making infographic. The students responded that creating infographic was relatively easy because there are various apps such as Canva, Pics Art, or AI Maker that can help them generate the design. What was challenging for them was how to summarise the information.

Analysis

This section discusses the strategies and the process of 'adapt' and 'adopt' that I have implemented in my ER class through the lens of adaptive pedagogy. It also puts in a wider context by comparing with the findings of other studies on ER. Adaptive pedagogy, or adaptive teaching, refers to the intentional modification of teaching methods, materials, and assessment practices to align with students' individual strengths and learning styles (Rangkuti & Setyarini, 2025). Adaptations in teaching include diversified scaffolding, tweaking lessons, tailoring to learners' needs, and testing new strategies (Athanases et al., 2015). Teacher collects and analyses classroom data about learning and responds with new directions and pedagogical actions. Some adaptations occur in planning, others occur in response to emerging needs, as a teacher flexibly adapts a lesson in the midst of its delivery.

My first strategy, adapting the syllabus and reading materials aligned with ER principles suggested by Day (2015). The principles are variety of reading material (principle number 2), learners choose what they want to read (principle number 3), the reading purpose is for pleasure, information, and general understanding (principle number 5), and teachers orient and guide the student (principle number 9). As the instructor, I did not select the reading material for the students. The syllabus that I shared to the students only outlined the topic or reading genre that they should read weekly. Also, I did not immediately force them to read a heavy topic or a thick book. For the first seven weeks before the mid semester evaluation, I just required the student to read short

articles or short stories because my purpose in the first place was to scaffold and to try to make the students enjoy reading. Although in ER reading a large amount of text is more recommendable, allowing students to read a relatively small amount of text is acceptable as long as it is sustained and incremental (Sun, 2022). This approach is also justifiable considering the students in my class had no experience reading original English books. To adapt with the student condition, I applied ER principle number 1: the reading material is easy (Day, 2015).

From the student reading logs, it was evident that students had different interests. For example, when they were asked to read news articles, the topics they selected ranged from news about celebrities, political issues, crimes, sports events, local news, national issues, and many others. As the students had already read the text home, the class time could be allocated for sharing and discussing about their respective reading text. One of the drawbacks of students selecting their own reading was as a teacher I did not always have an opportunity to also read what they read. I only knew what the text was about from what the students wrote in the comment column of their reading logs. Another drawback was during the class sharing and discussion, I observed that not all of the students were engaged and showed interest with their peers' topics.

Regarding the function of reading logs, I found it quite effective as a tool to encourage the students to make their individual goals and reports of their progress (Gabriella & Diptoadi, 2019). As a teacher, I was able to monitor the students' progress, track their reading abilities, and their opinions about the content of their reading (Lyutaya, 2011). The majority of the students appeared to have a positive attitude toward the reading logs by filling it out weekly. However, some students simply wrote the summary of the text/story without expressing their opinion. As reading is not an observable process (Gabriella & Diptoadi, 2019), I was aware of the possibility that students might not read the whole text, but just simply utilised some AI tools to help them summarise the content. Therefore, to ensure the students fully understood what they read, during the class session, I conducted some follow-up activities such as asking them to tell orally using their own words or even sharing the stories in their native language, and assigning the students to list new vocabularies they learned from the text/stories and create their own sentences using the vocabulary. This approach is also beneficial to build up student vocabulary knowledge (Lyutaya, 2011; Sun, 2022).

The second strategy, adopting the reading material from free online resources went effectively in its implementation. As Day (2015) stated, the internet is very essential in the practice of ER because it could become a major source of reading material. The internet can be used more often as a way to ensure that students are reading outside of the class. My role as an instructor was to guide and assist the students so that they could select the reading materials suitable for their level and interest (ER principle number 9). Particularly, as my students were Gen Z, it is necessary to adapt the teaching approaches to their unique characteristics and their tendency to spend more time on the screen rather than on paper. Suparman et al. (2025) claimed that transitioning from traditional printed book to digital format can increase reading motivation. The free online resources that I shared to the students were useful because the students could choose the reading contents that suited their interests, and the students could also access them through their phones. In one of the class sessions, we practiced reading aloud of stories from the website <https://www.letsreadasia.org/>, and the students enjoyed it. This aligns with Krashen's (2004) pleasure hypothesis of reading. Although this practice was against ER principle number 8: reading is individual and silent, reading aloud could be beneficial for the students as they could practice their pronunciation (Gibson, 2008).

The third strategy, adjusting the task and trying out new approach was actually my intervention to the ER principles. Instead of the students selected their own reading material, I selected for them, and this was against ER principle number 3. However, I applied principle number 10: teacher is a role model of a reader. Personally, I had not read the book, so when I assigned the student to read the book *I am Malala*, I also had a core responsibility to read the book myself. Another aspect I was attempting to implement was collaborative reading (Novita & Setiawan, 2020), as sometimes individual reading failed to achieve its purpose (Chen, 2018). The students were assigned different chapters and shared in the class the stories of their respective chapter. Through collaborative reading, we could finish reading the book in two-week time. I also developed a post-reading task in the form of opinion questions for students to discuss and an assignment to create an infographic to summarise and visualise the story of Malala. Assigning the student to create infographic provided them an opportunity to represent their understanding of the story (López Cupita & Puerta Franco, 2019) and apply their creativity. Even the students who did not like reading responded to the task of creating infographic positively.

Overall, the strategies implemented in my ER course were consistent with adaptive pedagogy (Rangkuti & Setyarini, 2025; Raw, 2016). As the instructor of the course, I iteratively made modification on the teaching methods, reading materials, and classroom activities based on my continuous evaluation and reflection on the process of teaching and learning throughout the semester. As Sibley et al. (2025), noted, adaptive teaching is an iterative process, where formative assessments continuously inform instructional decisions at both the macro and micro levels. The formative assessment was taken from the results of student reading logs, which provided data about student reading progress. Macro-level adaptations typically involve pre-planned strategies that are applied to entire groups of students, ensuring that all members of a group receive similar instructional approaches (Sibley et al., 2025). I applied this when I introduced my plan activities at the beginning of the course, and when I selected the book *I am Malala* for the whole class. Meanwhile, micro-level adaptations provide moment-to-moment instructional support that is tailored to individual students' needs during the lesson (Sibley et al., 2025). This was applied by adjusting the reading materials and accommodating some students' requests to read comics or webtoon series instead of novels for their final reading project.

Considering that current English learners belong to Generation Z, it is necessary to reconceptualise the practice of extensive reading (ER) as an activity that extends beyond books or other printed materials. Learners should be encouraged to use their mobile phones and other digital devices to access reading materials and engage with texts on screen. Given that today's generation is inseparable from their mobile devices, teachers need to remain flexible and allow students to integrate available technology such as AI-based tools to support and enhance their reading experience.

Besides its main purpose for optimising the student learning, employing adaptive pedagogy was also part of my goal to be an effective teacher. Effective teachers adjust, modify, adapt, and invent in response to instructional results (Duffy, 2002). Being able to adapt will lead teachers to have an "adaptive expertise" (Athanasēs et al., 2015), teachers who engage in conscious actions beyond technical and procedural routines. According to Esch and Kavanagh (2018) adaptive expert teachers can recognise whether their common classroom procedures or methods are working or not. They rethink ideas, values and practices, and try to employ flexible and creative methods, and continue to seek knowledge on innovative approaches. Adaptive expert teacher continually learn,

add new knowledge and refine their understanding of students, instructions, and learning.

Conclusion

This study investigates strategies to enhance student learning in an Extensive Reading (ER) course through the lens of autoethnography. Guided by the central question, *What strategies can I employ as an ER instructor to enhance student learning?*, the research draws on my reflective teaching experiences over one semester.

The findings reveal three key strategies: (1) adapting the syllabus and reading materials to better align with students' interests and language proficiency; (2) adopting reading materials from freely available online resources to increase accessibility and variety; and (3) modifying tasks mid-course and introducing infographic assignments to encourage students to summarise and visualise their reading.

Framed within the theory of adaptive pedagogy, the study highlights the critical role of teacher adaptability in responding to students' characteristics and preferences. ER is a beneficial and helpful program for language acquisition, however, it would take a long time to see the effect. The implication is that ER instructors, and language teachers more broadly, should cultivate adaptive teaching practices to optimise learning outcomes and to foster student motivation to continue to engage in ER activities.

As a final remark, the present research has its limitations, particularly because the findings from a single case of autoethnography tend to be subjective and cannot claim generalisability. Therefore, further research on adaptive teaching either in ER or in other areas of language teaching is recommended, employing different methodological approaches.

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