

## **New Ways for Doing Extensive Reading: Hyperlearning and Cultural Context**

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### **Highlights**

This paper proposes a fresh perspective on implementing an extensive reading project by incorporating the concepts of hyperlearning and cultural context-based reading.

**ABSTRACT:** Extensive reading is an effective approach to learning reading. However, this approach is sometimes criticized since it is difficult to measure the improvements in learners' reading skills. This is due to the primary objective of extensive reading being "reading for pleasure." A refreshment is needed regarding the learning process by adding some supplements to the learning activities. This paper proposes a fresh perspective on implementing an extensive reading project by incorporating the concepts of hyperlearning and cultural context-based reading. Hyperlearning is leveraging technology to improve the reading experience while also solidifying a profound value whilst the cultural context involves selecting texts that are relevant to the interests or background of the learner. By incorporating this approach into their learning experience, learners can improve their language skills while enjoying a more dynamic and personalized learning experience. In this way, learners will cultivate learning habits that are called "hyperlearners".

**Keywords:** Conceptual Framework, Extensive Reading, Hyperlearning, Cultural Context

### **Introduction**

Reading and extensive reading are both related to the act of reading, but they differ in terms of purpose, approach, and scope (Snow, et al., 2017; Tamrakitkun, 2010; Rosenblatt, 2018; Coiro, 2021). Reading, in general, refers to the process of interpreting written or printed words to gain information, knowledge, or entertainment (Tamrakitkun, 2010; Rosenblatt, 2018). It is a fundamental skill that allows individuals to access and understand written texts. Reading can encompass various forms such as books, articles, newspapers, magazines, online content, and more (Bawden, 2008). On the other hand, extensive reading is a specific approach to reading that focuses on reading a large number of texts in the target language with the aim of improving language proficiency and developing a love for reading (Arnold, 2009; Tan, 2016).

The emphasis in extensive reading is on reading extensively rather than intensively. It involves selecting a wide range of texts that are at an appropriate level of difficulty and of

personal interest to the reader (Bamford & Day, 2004). This approach has been used for centuries and is still popular today. The idea behind extensive reading is that by exposing oneself to a variety of texts, one can improve their vocabulary, grammar, and comprehension skills. Additionally, extensive reading projects have been a popular approach for improving language skills and promoting literacy. However, the traditional approach to extensive reading may not be enough to meet the needs of today's learners (Bamford & Day, 2004; Arnold, 2009; Tamrackitkun, 2010; Tekin, 2019). Thus, it is important to note that extensive reading should not be the sole method of language learning as it lacks the necessary structure and guidance for learners.

One potential drawback of extensive reading is that learners may struggle with understanding unfamiliar words or phrases, cross-cultural contexts without any support (Shu, et al., 1995; Xing, 2008). Thus, it is needed to supplement the extensive reading with other supplements in boosting the learning outcomes. One of the alternative solutions is that by integrating hyperlearning and cultural context-based reading.

Hyperlearning has been praised for its ability to engage learners in new ways, making learning more interactive and dynamic (Hess & Ludwig, 2020; Raich, et al., 2019; Hess, 2020; Marynowski, 2021). This approach can be particularly effective for learners who struggle with traditional classroom settings. Hyperlearning is a method of teaching that emphasizes the use of technology and multimedia resources to enhance the learning experience (Wilhelm, et al., 1998; Tham & Verhulsdonck, 2023). Hyperlearning is continual learning, unlearning, and relearning (Hess, 2020). The idea behind Hyperlearning is that by using specific techniques and strategies, individuals can learn faster and retain information more effectively. Additionally, according to Wilhelm, Friedmann, and Erickson (1998), Hyperlearning involves using technology to enhance learning experiences. By incorporating digital tools such as e-books, audiobooks, and interactive activities into extensive reading projects, learners can engage with texts in new and exciting ways (Al-Jarf, 2021; Noor, 2021; Spjeldnæs & Karlsen, 2022; Ebadi & Ashrafabadi, 2022). Additionally, it offers a wide range of graded reading materials, allowing learners to choose texts that match their level of proficiency and gradually increase the difficulty as they progress. Moreover, teachers can guide on selecting appropriate materials and monitor progress through assessments or discussions with learners through web-based reading learning applications. Hence, this can help improve their comprehension and retention of information anytime and anywhere.

Cultural context-based reading, on the other hand, focuses on understanding texts within their cultural and historical contexts (Marynowski, 2021; Huang, et al., 2022). Cultural context-based reading is also gaining popularity as educators recognize the importance of understanding texts within their cultural contexts. Extensive reading provides learners with exposure to different cultures through literature, which helps them gain a deeper understanding of the language they are learning. By examining literature through this lens, learners gain a deeper understanding of the historical and social factors that influenced its creation.

Integrating hyperlearning and cultural context-based reading in an extensive reading project is a powerful tool for language learners. By combining these two approaches, learners can improve their language skills while gaining a deeper understanding of the culture that

surrounds it. For instance, using online resources such as blogs, podcasts, and videos can provide learners with authentic materials that reflect real-life situations and conversations. Moreover, incorporating cultural context-based reading into an extensive reading project helps learners develop their critical thinking skills. They learn to analyze texts from different perspectives and understand how culture shapes language use. In other words, both hyperlearning and cultural context-based reading offer unique benefits to learners. By combining these approaches, educators can create a dynamic and engaging educational experience that fosters critical thinking skills and encourages lifelong learning. Therefore, this paper is proposed a new way of doing extensive reading by combining both hyperlearning and cultural context-based reading. This paper will provide specific elaboration in terms of the theories concerning hyperlearning in pedagogy and the cultural context in reading. Eventually, these theories will be synthesized to compose new perspectives on conducting extensive reading that meet students' needs in learning reading.

### **Conceptual Framework**

This conceptual framework has been formulated based on three-grand theories, namely Hyperlearning in pedagogy, cultural context in reading, and extensive reading.

#### **1. Hyperlearning in pedagogy**

Hyperlearning refers to a process of learning and acquiring knowledge at an accelerated pace (*Hess, 2020*). It involves using advanced techniques and methods to absorb information quickly and efficiently (*Hess, 2020*). Hyperlearning draws on the latest research in neuroscience, cognitive psychology, and education to optimize learning (*Hess, 2020; Wilhelm, et al., 1998*). Some techniques used in Hyperlearning include spaced repetition (reviewing information at increasing intervals to help strengthen memory retention) (*Settles, 2009; Kang, 2016; Seibert Hanson & Brown, 2020*), active recall (actively recalling information from memory to help strengthen its retention) (*Glenn, 2009*), chunking (breaking down large amounts of information into smaller, more manageable chunks) (*Gobet, et al., 2001; Servan-Schreiber & Anderson, 1990*), interleaving (mixing up different types of information or skills to promote deeper learning) (*Rohrer, 2012; Carvalho & Goldstone, 2019*), visualization (creating mental images or visualizations to help remember and understand information) (*Piburn, et al., 2005*). Hyperlearning can be applied in various areas, including education, training, and personal development. It can help individuals learn new skills more quickly and effectively, leading to increased productivity and success. Hyperlearning in pedagogy involves using advanced teaching strategies and methods to optimize learning and accelerate student progress in the classroom. It draws on the latest research in cognitive psychology and neuroscience to help teachers create a more engaging and effective learning environment.

Some techniques that can be used in Hyperlearning in pedagogy include active learning (engaging learners in interactive activities, such as group discussions, role-playing, and hands-on experiments, to promote deeper learning) (*Settles, 2009*), differentiated instruction (tailoring the curriculum to meet the individual needs and abilities of each student, allowing for more personalized learning) (*Hall, 2002; Corley, 2005; Subban, 2006; Landrum & McDuffie, 2010;*

*Pham, 2012; Tomlinson, 2014*), cooperative learning (grouping learners into teams to work together on projects and assignments, promoting collaboration and sharing of knowledge) (*Johnson, et al., 2000; Felder & Brent, 2007; Gillies, 2007; Erbil, 2020; Chen, 2021; Silalahi & Hutauruk, 2020*), flipped classroom (reversing the traditional approach to teaching, where learners receive lectures in class and do homework at home. Instead, learners watch lectures at home and spend class time on interactive activities) (*Erbil, 2020; Turan & Akdag-Cimen, 2020; Colomo-Magaña, et al., 2020*), and gamification (using game elements, such as points, badges, and leader-boards, to motivate and engage learners) (*Sailer & Homner, 2020; Chen, et al., 2020; Kaban, 2021; Li & Chu, 2021; Qiao, et al., 2022*). In a nutshell, integrating Hyperlearning into pedagogy can help learners learn more efficiently and effectively, leading to improved academic performance and better outcomes. It can also create a more dynamic and engaging learning environment that can help motivate and inspire learners to reach their full potential.

## **2. Cultural Context in Reading**

Cultural context refers to the various factors that shape the way people perceive, evaluate, and respond to different situations and events (*Hirsch, 1983; Shamsayooadeh, 2011; John & Gross, 2004; Vuong, et al., 2021*). These factors include beliefs, customs, values, attitudes, language, religion, history, politics, and social norms (*Hirsch, 1983; Merga & Mason, 2019; Markowska-Manista, 2021*). Cultural context is important in understanding and interpreting human behaviour and communication, as it helps to provide a background to meaning and intention. In literature, for example, understanding the cultural context of a particular work can provide insight into the author's perspective, and help readers to interpret the meaning and significance of the text.

Cultural context is an essential aspect of reading that cannot be ignored. It provides readers with a deeper understanding of the text and helps them connect with the characters and their experiences. Without cultural context, readers may misinterpret or overlook important themes and messages in the text. For instance, a reader from a Western culture may not fully understand the significance of certain customs or traditions in Eastern culture. Particularly in Indonesia, a multicultural country with a diverse range of races and ethnicities, cultural context awareness is essential. By understanding the cultural context, they can appreciate the importance of these practices and gain insight into the values and beliefs of that society.

Additionally, cultural context also allows readers to recognize biases and stereotypes present in literature. By acknowledging these issues, readers can challenge their assumptions and broaden their perspectives. In other words, cultural context enhances learners' understanding of different cultures, promotes empathy and tolerance, and helps us become more critical readers. Therefore, educators need to incorporate cultural context into their teaching methods to ensure learners develop a well-rounded perspective on literature.

## **3. New Ways for Doing Extensive Reading**

Extensive reading is an essential part of language learning (*Mikulecky, 2007; Patel & Jain, 2008; Dörnyei, 2010*), but traditional methods can be tedious and ineffective. Thus, it needs

refreshment that is closer to the context for doing extensive reading that can make the process more enjoyable and effective.

The new method involves using graded readers (Hill, 2013), which are books written specifically for language learners at different levels. These books use simplified vocabulary and grammar structures to make them easier to understand. By reading these books, learners can improve their reading skills while also expanding their vocabulary and comprehension.

Additionally, this method incorporates technology by using e-readers or audiobooks. This allows learners to access a wide range of materials easily and conveniently. Learners can also adjust the font size, highlight words or phrases they don't understand, and listen to audio recordings of the text. Hence, this new way of doing extensive reading is a game-changer in language learning. It makes the process more engaging and accessible while also improving learners' skills and knowledge. So why not give it a try?

One of the ways that we can try is by consolidating the hyperlearning pedagogy and cultural context in extensive reading. Hyperlearning pedagogy is a teaching methodology that emphasizes the use of technology to enhance learning outcomes. This approach involves the integration of various digital tools and resources into the classroom to create an immersive and interactive learning environment. The goal of Hyperlearning pedagogy is to provide learners with a personalized and engaging learning experience that promotes critical thinking, problem-solving, and creativity.

One of the key benefits of Hyperlearning pedagogy is its ability to cater to different learning styles. By incorporating multimedia elements such as videos, images, and interactive simulations, teachers can create a more dynamic and engaging learning experience for their learners. Additionally, Hyperlearning pedagogy enables teachers to track student progress in real-time, allowing them to identify areas where learners may need additional support or guidance.

Additionally, consolidating cultural context into extensive reading can also help learners develop their critical thinking skills by exposing them to different perspectives and ways of thinking. This can lead to greater empathy and understanding of other cultures. Consolidating cultural context into extensive reading is essential for effective language learning. It allows learners to not only improve their linguistic abilities but also gains a broader understanding of the world around them.

### ***Implementing new ways for extensive reading in English Language Learning Classroom***

This concept is synthesized based on Hyperlearning theory in pedagogy, integration of cultural context, and extensive reading. There are two sub-activities that can be implemented in teaching reading in English language learning classrooms, namely 'Reading Moment' and 'Sharing Moment'. The detail elaboration of the activities is provided in Table 1.

Table 1

*Proposed new ways in learning Reading*

|                       | <b>Reading Moment</b>   | <b>Sharing Moment</b>  |
|-----------------------|---|--|
| <i>Activity</i>       | The activities will be conducted outside the class. The learners should report their reading moment activity by capturing the moment in their individual portfolios   | <ul style="list-style-type: none"> <li>– The activities will be held in the classroom for one meeting per 3-week-reading-moment.</li> <li>– The learners will have their reading circles during the sharing moments.</li> <li>– The learners will be asked to share their reading moment experience and discussed it with their reading circles (in 30minutes).</li> <li>– The focus of the discussion is about cross-cultural understanding and moral values found in their reading materials.</li> <li>– Each reading circle representative (alternately selected) should share their sharing and discussion results in front of the class.</li> <li>– After the second phase sharing session, each reading circles should give one reading badge to the other circles who catch their attention.</li> <li>– At the end of the semester, the reading badges will be calculated and will be contributed 50% of the final scores (50% based on their reading logs in the application)</li> </ul> |
| <i>Reading Source</i> | 50% of reading materials are provided by the teachers through a web-based application (a combination between playbook and learning management system); in this application the learners should keep their reading logs by fulfilling the reading log form and recording their reading pace; while 50% reading sources are provided by the learners. It can be digital or printed. | In each sharing session, the learners are asked to share their reading experience from one reading resource which they think is most interesting to share. The source can be taken from the reading resources provided by the teacher or their personal reading sources.   |

|                                    | <b>Reading Moment</b>  | <b>Sharing Moment</b>  |
|------------------------------------|--|--|
| <i>Book Genres</i>                 | The genres of the books are varied but the theme is limited to cultural context. | The genres of the books are varied but the theme is limited to cultural context. |
| <i>The required number of book</i> | It depends on the agreements between the teacher and learners                    | At least one reading resource for each session                                   |
| <i>Period</i>                      | The reading moment should be completed in 10 weeks                               | One meeting per 3-week-reading-moment (three sharing moments)                    |

As presented in table 1, there are two key moments in this proposed reading activities namely ‘reading moments’ and ‘sharing moments’. Reading moments provide learners with opportunities to engage with a variety of texts independently, allowing them to explore their own interests and develop a personal connection with the material. During these moments, learners can choose their own reading materials, set their own pace, and reflect on their understanding. Sharing moments, on the other hand, facilitate social interaction and collaborative learning. These moments provide a platform for learners to discuss their reading experiences, share insights, and engage in critical analysis. Through sharing moments, students can develop their communication skills, broaden their perspectives, and deepen their understanding of the texts they have read. By combining these two elements, extensive reading can create a dynamic and engaging learning environment that fosters both individual growth and collaborative exploration.

Extensive reading is a powerful tool for fostering language learning, critical thinking, and a lifelong love of reading. By carefully designing and implementing extensive reading projects, teachers can create a rich and engaging learning experience for their students (Bakla, 2020; Leather & Uden, 2021). The execution of extensive reading allows teachers to modify the pattern of learning to read based on the circumstances of the learners, their wants and needs, and the current state of their proficiency in reading (Yamashita, 2008). On top of that, well-designed extensive reading project activities can be utilized not only in reading topic classrooms but also as part of student literacy activities, allowing learners to explore beyond comprehending reading content rather than just summarizing what they read. In a nutshell, by considering factors such as students' interests, their learning styles, and cultural backgrounds, the teachers can create personalized reading environments that foster motivation, engagement, and a sense of agency by integrating the hyperlearning withing the process.

### **Conclusion**

Based on the results and discussion, this paper has proposed a fresh perspective on implementing an extensive reading project by incorporating the concepts of hyperlearning and cultural context-based reading, where the goal of reading is to help learners develop a sense of tolerance and mutual respect between ethnic groups through reading activities. By

implementing these proposed new ways in teaching and learning reading activities, naturally, learners are subconsciously going to absorb language, particularly English, during the process. It is hoped that by doing so, learners will not only build tolerance, mutual respect, and the habit of reading wherever they are without worrying about 'going the wrong way' because the teacher is always to be able to monitor it, both virtual and face-to-face, and they also build their language skills more naturally. As a result, learners are going to cultivate learning habits that is called "a hyperlearner"—someone who has a natural aptitude for absorbing and assimilating new information quickly and effectively. Hyperlearners often exhibit a high level of curiosity, motivation, and an intense drive for knowledge acquisition. They may have an innate ability to grasp complex concepts, learn new skills rapidly, and adapt to new situations easily.

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