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Nota di contenuto	Foreword -- Series Preface -- PART 1: FROM PRACTICE TO THEORY AND RESEARCH -- Chapter 1: Introduction -- Chapter 2: Global & Extramural English – Classroom Challenges -- Chapter 3: English in Schools from Various National Perspectives -- Chapter 4: Age, Motivation, and Theories of L2 Learning -- Chapter 5: Evidence from Extramural English Informing ELT -- PART II: FROM THEORY AND RESEARCH TO PRACTICE -- Chapter 6: Extramural English Goes To School -- Chapter 7: Opening the Window for L2 English Development -- Chapter 8: 21st Century L2 English Teacher Competencies -- Appendices.

This book is unique in bringing together theory, research, and practice about English encountered outside the classroom – extramural English – and how it affects teaching and learning. The book investigates ways in which learners successfully develop their language skills through extramural English and provides tools for teachers to make use of free time activities in primary and secondary education. The authors demonstrate that learning from involvement in extramural English activities tends to be incidental and is currently underutilized in classroom work. A distinctive strength is that this volume is grounded in theory, builds on results from empirical studies, and manages to link theory and research with practice in a reader-friendly way. Teacher-educators, teachers and researchers of English as a foreign language and teachers of English as a second language across the globe will find this book useful in developing their use of extramural English activities as tools for language learning. Pia Sundqvist is Associate Professor of English at Karlstad University, Sweden, where she obtained her PhD in English Linguistics. Her research interests are extramural English language learning, computer-assisted language learning (especially gaming), L2 vocabulary acquisition, and assessment of L2 oral proficiency, with a focus on primary and secondary school learners. Liss Kerstin Sylvén is Associate Professor of Language Education at the University of Gothenburg, Sweden, where she obtained her PhD in English Linguistics. Her research interests are extramural English language learning, content and language integrated learning (CLIL), L2 vocabulary acquisition, language learning motivation, and individual differences.
