BOOK REVIEW
Extramural English in Teaching and Learning:
From Theory and Research to Practice
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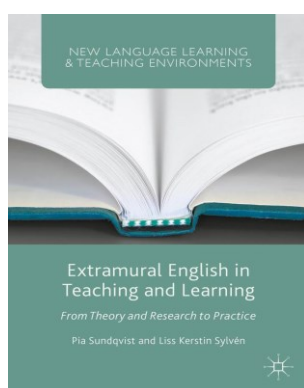
English holds a lingua franca status all around the world and with its increasing popularity in almost all fields, efforts to learn English has gained an unprecedented momentum in recent years. Although teaching and learning languages may take place in schools as part of a formal course, this formal training process is mostly not sufficient and satisfying for many learners. Today learners can practice their target language outside the school thanks to the development of technological tools and the ease of access to the opportunities provided by technology. Especially recent trends like Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), distance education, and flipped learning are all fruits of technology integration into education and mainly serve to enhance learner autonomy. Under this framework, *Extramural English in Teaching and Learning: From Theory and Research to Practice* is a recent book that aims to examine the current extramural dimension of teaching and learning English from a theory-practice perspective.

The book consists of 2 parts along with an appendices section at the end. The first part, entitled *From Practice to Theory and Research*, is comprised of five chapters. It is about research and theories on L2 learning, several teaching methods, age issues, and studies about the relationship between Extramural English (EE) and different aspects of L2 English. The second part, entitled *From Theory and Research to*

Practice, is comprised of three chapters. It focuses on how findings from research and theories can be put into practice. *Extramural English* means 'English outside the classroom' (p. 6). Therefore, the book mainly concentrates on the implications of theories and research on how to practice English in non-school hours and environments autonomously. English is covered as a second language (L2) throughout the book because the authors claim that with its rising lingua franca status English is not necessarily so 'foreign' anymore (p. 24). Accordingly, the content offered by the book relates to both English as a foreign language (EFL) and English as a second language (ESL) settings. The target readership of this comprehensive book consists of pre-service and in-service English language teachers from both EFL and ESL contexts, teacher educators, and the interested layman.

Chapter 1 is devoted to the introduction of the term 'Extramural English'. The definition and use of EE in the language learning process are discussed in detail and some EE examples are provided from different countries (e.g. anecdote about Hicham). Then, the relationship between EE and the theory of learner autonomy is elaborated. Under the autonomy framework, the importance of the Internet for opportunities for EE practices is highlighted, and some typical EE activities are presented.

Chapter 2 starts with information about the status of English around the world. In this context, the position of English is discussed in terms of users of English and terms like ESL and EFL are covered. The authors hold that today the students find more opportunities to practice English and are thus involved more in EE activities. They also indicate that the classes are now more heterogeneous, and as a result, more salient differences between the students arise and the teachers cannot control and monitor the students' learning processes adequately. The authors state that factors like age, national setting, and restricted access to the Internet and/or limited access to English-mediated media or other English language sources have a considerable effect on the extent to which learners of English are involved in EE.

Chapter 3 presents a historical overview of L2 teaching and learning in terms of approaches and methods ranging from the Grammar Translation Method to current trends like CLIL and the flipped classroom. It also touches on L2 English curricula in various countries such as Sweden, Japan, Morocco, and Brazil from different continents including information on at what age English learning starts, which methods are used, how the learners are assessed, and how long the exposure time to English is. At the end of the chapter, the authors give information on the Common European Framework for References (CEFR) which is today's reference tool for language learning, and The European Language Portfolio (ELP) which is an important framework for recording learner experiences in language learning.

Chapter 4 is devoted to factors like age and motivation with reference to theories of L2 learning. The chapter begins with a striking example of the process the famous football player Zlatan Ibrahimović went through while learning Italian and his bold decisions to take almost every chance to produce Italian orally. The authors discuss four theories on second language acquisition (SLA) from two different perspectives which are cognitive (The Interactionist Approach) and social (The Socio-cultural Approach, Identity Theory, and Complexity Theory). Following the theories of SLA, L2 motivation theories and the role of age, critical period in particular, in the language learning process are investigated. At the end of the chapter, the authors stress the importance of assessment and that the teachers need to think how assessment can facilitate and promote learning.

Chapter 5 presents a historical overview of EE studies since the 1990s in a chronological order to show the relationship between EE and L2 English learning. In this context, some factors such as motivation, learners' interests, and urban/rural divide that affect L2 learning are mentioned and then important tools like the Internet, subtitled TV programs, and Second Life are examined in terms of their benefits for L2 learning process with reference to findings of some studies from the related literature. The cited studies are

not limited to L2 English research but they also cover the learning process of languages like Arabic and German, which points out that extramural practices are quite important for all language learning scenarios. At the end of the chapter, the authors offer a metaphor of 'a house with two floors' for EE. The first floor has three easily accessible rooms, one for listening to music, one for watching TV, and one for watching films. The second floor includes two rooms, one for reading and the other for computer use. The authors underline that the goal for language learners should be to exert adequate effort and climb the stairs to the second floor. Reading and computer use are considered much more valuable than the activities allocated to the rooms in the first floor.

Chapter 6 marks the beginning of Part 2 and deals with the ways by which learners and teachers can benefit from EE such as language diary, questionnaires, portfolio, and so on. The authors here focus on the integration of such tools into classroom learning and how such practices can be evaluated in the classroom. This chapter introduces reading, TV shows, films, and digital games as examples for EE activities and the importance of the cultural aspect is stressed under the title of TV shows and films. The authors stress that the use of extramural activities may pave the way for flipped learning so that the precious class hours can be allocated to practice rather than lecture.

Chapter 7 aims to give clues for teachers to help their students how to develop better L2 English skills autonomously and how to develop learner motivation. The 'EE house' metaphor mentioned in Chapter 5 is explained in the more detail. Authors explain each room in the house with their features, and provide answers to some questions such as how students can benefit from these rooms, what they can do for each skill, and how learners can move around in the house. After all that, authors focus on learner groups which are (a) L2 learners with special education needs, (b) students that are heavily involved in EE activities, (c) exceptionally gifted L2 learners, and (d) ordinary L2 learners. The features of these learner groups are mentioned and some advice for teachers to handle better teaching processes with different types of learners is presented. Some concepts like lifelong learning, pedagogical content knowledge (PCK), subject education, and self-evaluation for English teachers (reflective teaching) are also covered. At the end of the chapter, some online tools (web addresses) for teaching and learning, and some clues for working with words (fifty-one ways in Appendix IV), pictures (twenty-six ways in Appendix V), and texts (forty-three ways in Appendix VI) are introduced.

Chapter 8 is mainly on 21st century L2 English teacher competencies and focuses on the benefits of this book accordingly. The authors stress the importance of multilingualism and emphasize that English language teachers should cooperate with other teachers, both English and teachers of other subjects. They highly recommend that teachers catch up with emerging innovations and update themselves. In this context, they advocate continuous professional development.

The book possesses various strengths in view of its content and organization. It offers plenty of valuable information about what EE is and the importance of it, and how a teacher can encourage learners to utilize EE activities and promote autonomy. Although it mainly deals with EE, most of the methods, concepts, and current issues in ELT are also covered. The authors provide a lot of research-based up-to-date information from different countries and introduce to-the-point clues for language teachers.

Alongside its numerous strengths, one possible drawback about the book is its inadequate mention of the possible inequalities as to learners' access to information and communication technologies (ICTs). These inequalities, called digital divide, may pose serious problems while applying EE. Therefore, it would be better if the authors had shared some possible specific strategies to handle digital divide problems among students.

Overall, the book provides a comprehensive and useful framework of key information on EE and ways to utilize useful tools to become autonomous L2 learners. Considering all these it can be said that this book is a notable resource for ELT teachers, prospective teachers, and teacher educators and thus should be added to the list of must-have books.

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