



Informal and Incidental Second Language Vocabulary Learning

Guest Editor:

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Message from the Guest Editor

Dear Colleagues,

It is now widely acknowledged that the lion's share of second language vocabulary knowledge is acquired informally and/or incidentally through learner-initiated language exposure outside classrooms. Highlighting the importance of language learner autonomy has contributed to the budding up of several subfields of vocabulary research (e.g., IDLE, extramural language learning, and incidental vocabulary acquisition, among others). The published literature has increased our understanding of the effects of frequency and processing; learning vocabulary from listening, reading, and writing; multimodal input and gaming; learner differences; and how incidental and intentional learning of vocabulary can complement one another. However, there are several other pertinent issues that have received limited attention by researchers. This special issue calls for empirical research on informal second-language vocabulary learning.





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Message from the Editor-in-Chief

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